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ABSTRACT

This pack contains activities aimed at 10-14 year-olds to help raise awareness of issues surrounding the environment and development and the concept of sustainable development. The Teachers' Notes outline the seven units of student activity sheets: (A) lifestyles (links between consumption, development, and the environment); (B) identifying the issues (priorities for the poor); (C) debt (social and environmental consequences for the Third World); (D) hunger (the dilemmas of intensive large-scale production); (E) war (the effects on people and the environment); (F) relationship between people and the natural world (respect for local wisdom and nature); and (G) mass media (the effect on culture and lifestyles). The pack features a videotape with sections of the following films: (1) "Happy Families"; (2) "Lucia"; (3) "Life & Debt"; (4) "Seeds of Plenty, Seeds of Sorrow"; (5) "Suspended Dreams"; (6) "Rabi"; and (7) "And the Dish Ran Away with the Spoon." Eight full-color posters are also included. (EH)

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ED 461 526

# Making One World:

# An Education Pack on Development and Environment

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# Teachers' Notes

Making ONE WORLD

# Introduction

Director Mai Masri filming in Lebanon

*A scene from the docu-drama* **'Lucia'** *(Philippines)*

Street children in **'Life & Debt'** (Brazil)

*Rabi and his tortoise - from a film using traditional African story-telling techniques*

**We** all know that there is a global environmental crisis. Our TV screens confront us with images of it, our politicians talk about it and we teach it in our schools. This has become part of our everyday reality. Almost certainly the environmental crisis that we know about will involve the greenhouse effect, the depletion of the world's ozone layer and the destruction of its rainforests. But are these the same environmental issues that people in the rest of the world are talking about?

Environment can literally be a matter of survival. When film producers in a number of Third World countries were asked to make a series of films on the theme of environment and development, the issues they came up with were rather different from those chosen by producers from the industrialised countries. They wanted to deal with the things which daily affect the people in their country – be it poverty, debt, oppression, human rights or land distribution. No point in discussing holes in the ozone layer when you lack justice. Of course, the same issues are important in Europe too, and have become more important through the 1980s. Perhaps the message that this series has for Europe is that unless the basic issues of poverty, debt and human rights are tackled locally and globally, then our hopes of dealing with the longer term global environmental issues will not be realised.

In recent years, many teachers have successfully brought environmental issues into the classroom. Development is usually treated separately. But how many teachers have seen 'development' as the key to solving global environmental problems? The ideas in the TV programmes and in this education pack may challenge some of what we teach. They may not fit neatly into the current curriculum any more than the TV films were able to fit any existing space in the crowded TV schedules (some broadcasters had problems in knowing whether to use them as 'drama' or 'documentary'). But they are important ideas and we hope that teachers will have the imagination, commitment and time to put them to use in their schools.



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# Outline of the Pack

## Aims

**T**o encourage an understanding of the major issues reflected in the '***One World***' season of films.

**T**o develop an understanding of the relationship between development and the environment.

**T**o encourage pupils to develop empathy by looking at issues from perspectives that are different from their own.

**T**o encourage active participation in change at the individual and local levels and an understanding of the need for international cooperation.

## Target Groups

The materials are aimed at 10-14 year olds. In practice they may be used with a wider age range. Suitability for different levels is indicated in the teachers notes. (<10) denotes material suitable for younger pupils, (14>) material suitable for older pupils and (11-13) for the group in the middle.

The cross-curricular approach makes them suitable for a variety of subjects including geography, history, English, drama, sociology and world studies. Foreign language versions are also available for language teaching.

## Teaching Methods

The teaching method adopted is primarily that of active learning. The pupils are encouraged to examine issues through activities such as simulation games, role play, matching and ranking exercises, discussion and investigation. There is also plenty of opportunity to develop traditional skills such as mapwork, study of places, reading and writing skills, mathematical skills, data interpretation, etc. The cross-curricular approach of the pack helps to make the link between different disciplines.

## Themes

The themes in each unit reflect the themes of the major series of films in the '***One World***' season of broadcasting, linking environment and development within the concept of sustainable development. The first unit takes up the issues dealt with in the short series of films that reflect the concerns of the rich, industrialised countries, often referred to as '***the North***'. The subsequent units each take up issues raised in the six-part series of films that reflect the concerns of the poorer, less industrialised countries, often referred to as the 'Third World' or '***the South***'.

The themes dealt with in each unit are as follows:

**A** Lifestyles; links between consumption, development and the environment.

**B** Identifying the issues; priorities for the poor; different levels of action.

**C** Debt; social and environmental consequences for the Third World.

**D** Hunger; the dilemmas of intensive large-scale production.

**E** War; the effects on people and the environment.

**F** Relationship between people and the natural world; respect for local wisdom; respect for nature.

**G** Mass media; the effect on culture and lifestyles.

## Use

The pack can be used during the '***One World***' season of programmes on television and pupils can be encouraged to participate in local activities. Alternatively, teachers can watch the films and then use the pack at a later date, with or without the video. It can be used as a whole course on environment and development, or each unit can be used separately as part of other courses.

## The Films

We do not recommend that all the films be shown to pupils in their entirety. *Some of them, such as* **'Lucia'** *(Philippines),* **'Life & Debt'** *(Brazil) and* **'Suspended Dreams'** *(Lebanon), contain scenes that are not suitable for children.* However, **'Rabi'**(Burkina Faso) is a story that

teachers could use in its entirety or recommend pupils to watch at home.

## The Video

We recommend that teachers use the video that is available with this pack. It contains carefully selected sections from the films that are suitable for classroom use. It is accompanied by a brief Teachers' Guide.

# The Units GUIDE TO USE OF ACTIVITY SHEETS

# A HAPPY FAMILIES

## Key Questions

***How do our actions affect the rest of the world?***

***How does energy consumption differ around the world?***

***How much energy do we use in our homes?***

***How could we reduce waste in our homes?***

***To what extent can changes in our consumption help the environment?***

***How can our environment be improved?***

## The Films

***'Happy Families'*** is a short series of films produced in 'the North', based on the efforts of families in different countries to live an environmentally-friendly lifestyle for a month. Each family has targets to reduce energy consumption and waste, while making more efficient use of resources and thinking about what they buy. Tension mounts during the course of the films as each family tries to attain its targets.

The emphasis of both the films and the activities is on what we can do to make a difference to the global environment. The message is that it is possible to consume less, save money, and still have fun!

## The Activities

ACTIVITY SHEET **A1** (11-13)

***How do our actions affect the rest of the world?***

This sheet is intended not just as an introduction to the unit but also to the whole pack. It encourages pupils to draw out the links between a simple action – buying a box of chocolates – and a range of global issues. They should be encouraged to draw on the sheet to make as many links as they can. It may look messy when they have finished but it could then be redrawn, or even extended as a wall display. Groups of pupils could be asked to draw similar diagrams for other everyday actions.

POSTER **X**

The poster can be used as an extension to the previous activity. It could be used at the start or, alternatively, at the end to pull together all the other units that have been studied. It then has the advantage of reinforcing the links between different units in the pack.

Ask a pupil to draw an arrow from the box of chocolates to one of the spaces and to fill in the space. Another pupil then draws an arrow from the box of chocolates, or from the previous space to another, and fills it in. This continues until all the spaces are filled. Additional arrows can then be drawn linking spaces that are already filled.

POSTER **A** and
ACTIVITY SHEET **A2** (11-13)

***How does energy consumption differ around the world?***

The poster is a satellite image of the earth at night. The white lights indicate where electricity is being used (the yellow is natural gas and the red is from land clearing fires). Most of the light is coming from the large urban areas, particularly in the richer parts of the world. Ask pupils to

interpret the map from their knowledge of the world, or with the help of an atlas.

The obvious question is, what has this image got to do with the title, '***Happy Families***'? Pupils discuss this before they look at the Activity Sheet. When they have completed the activity it should be clear that there is a great disparity in energy consumption around the world. Energy consumption is related to people's lifestyle – hence the link with '***Happy Families***'.

This is an important context for the rest of the activities, or else it may not be clear to pupils why we need to reduce energy consumption and waste. It is also important that they understand energy consumption in the broader sense – not just the energy that we use at home, but also the energy that is used to sustain cities, factories, transport – in other words, our lifestyle.

ACTIVITY SHEET **A3** (<10, 11-13)

***How much energy do we use in our homes?***

The activity only asks pupils to record the amount of electricity that they use in their homes. It could be extended to include other forms of energy, such as gas, coal or petrol.

If pupils require a yardstick to compare their own energy consumption, they could use the families in the film. Some sensitivity is required on the part of the teacher. While it would be ideal for pupils to be able to extend their research at home into action to save energy, this may not be possible. Pupils from over-consuming homes may feel guilty, and those from under-consuming homes could be embarrassed. It is not recommended that they compete with each other. If pupils' domestic situations present a real problem, then the activity could be adapted to the school itself. The challenge could then be for the school to reduce its energy consumption.

ACTIVITY SHEET **A4** (<10)

***How could we reduce waste in our homes?***

This activity extends the idea of energy consumption to other forms of consumption in the home. Pupils should be encouraged to talk about the picture and get each others' ideas, before looking at the answers below. If preferred, the answers could be cut off for the teacher to use later.

ACTIVITY SHEETS **A5, A6** & **A7** (11-13, 14>)

***To what extent can changes in our consumption help the environment?***

We have all been bombarded recently with products that are 'green' or 'environmentally-friendly'. While welcoming this apparent development on the part of manufacturers, we need to be careful that we are not lulled into a false sense of security. Activity Sheet **A5** is a checklist of points for pupils to help them to identify products which are genuinely 'green'. They will be able to use this as part of an investigation of the local supermarket.

The purpose of the investigation is not only to increase pupils' own awareness of what they buy, but also to raise the awareness of their family, their friends and the companies that are part of the investigation.

A preliminary visit by the teacher to a supermarket is recommended, to ensure that it is possible to bring a group there. Each group could investigate a different product, so that information can later be shared. The teacher may need to supply additional information related to individual products – for example a list of the environmentally damaging contents of washing powders.

Pupils produce information leaflets as a result of their investigation. Apart from sharing in the classroom, these could also be distributed to shoppers when the pupils do their interviews. In this way their research will also help other people to make informed choices.

The interviews would best be carried out on a separate occasion. This will give pupils more time to prepare their interviews, and to make their leaflets. You may want to make copies of the interview sheet provided, or prefer pupils to write their own questions. Again, pupils will be able to share what they find out.

Sending the results to the companies involved will give the activity a greater sense of purpose and, hopefully, will make a difference!

ACTIVITY SHEET **A8** (11-13)

***How can our environment be improved?***

This activity provides a link between environment and development in the local context. In the other units of this pack students will be focussing on the issues as they affect other parts of the world. It is important that they realise that the same issues affect them too. Where better to look than in school, where the environment can often be improved?

The school environment check could most effectively be used as a comparative tool for different areas of the school. The criteria used are necessarily subjective but the scoring mechanism will enable students to make comparisons, and to identify areas of the school most in need of environmental improvement.

Students identify who has the power to make the improvements to their environment and write an action plan. The issue of power or lack of power also recurs during the pack in relation to environment and development, and it would be useful for students to have gained personal experience.

# B LUCIA

## Key Questions

***What are the issues in our local environment?***

***What are the issues for people in poor countries?***

***How much power do people have to change their environment?***

## The Film

The film tells the story of a Filipino family driven from its home by environmental pollution. The fate of the family reflects the wider breakdown of Filipino social, economic and moral life. The producer sets out to show that, in the Philippines, environment is the people, and the environmental problems that beset the family are rooted in socio-economic realities.

Although such problems may not affect people in Europe with the same intensity, nonetheless a similar relationship exists between the environment and the socio-economic context. The environment is not an isolated issue but is inextricably linked with other parts of our lives. The activities in this unit are designed to encourage pupils to think about these links, both within their own lives and in the context of a poorer country, in this case the Philippines.

## The Activities

POSTER **B**

As the starting point for a lesson, ask pupils to identify the issues that they can see in the poster. Later, when they have seen the film clips or read the story, they could come back to examine the poster in more detail and with greater understanding.

ACTIVITY SHEET **B1** (11-13)

***What are the issues in our local environment?***

The aim of this activity is to get pupils to think about what an environmental issue is, and to identify such issues in their own local area. It is important NOT to introduce the activity with the word 'environmental' as this will influence the way the pupils will think.
Pupils identify issues in their local area and then design a newspaper front page to headline these issues. The activity can be extended for pupils to write the articles to go with the headlines. There is no right or wrong answer about what is an environmental issue. The point of the activity is that pupils discuss ways in which issues link to each other and the environment.

ACTIVITY SHEET **B2** (11-13)

***What are the issues for people in poor countries?***

From the point of view of most people in

'the South', the social and economic reality of their lives IS their environment. Working in groups, each pupil describes a story from the front page of an imaginary Filipino newspaper to the rest of their group. Pupils then sequence the events in the correct order and establish the links between the stories. (It needs to be pointed out that the events could not normally be reported on the same front page as they would have happened on separate dates). Pupils could then watch the film clip if you are going to use it.

Pupils extract information from the film and the newspaper stories. They underline or highlight in colouring pencil all the ways in which the environment has been damaged. They then repeat the exercise in another colour looking for all the ways that people have been affected or damaged. This would encourage them to look for the links between people and environment. Environmental pollution is almost always the result of human actions and has consequences for other people, here, elsewhere, now, and in the future. Pupils could return to look at the poster which should be a lot more meaningful. They should be able to identify some of the events in the story and different forms of environmental pollution. They could draw the same imaginary Filipino island as it might be without the pollution and damage caused by outsiders. Discuss what changes need to be brought about for this to happen.

ACTIVITY SHEET **B3** (11-13, 14>)

***How much power do people have to change their environment?***

Most people in the Philippines have little power as individuals to prevent environmental pollution. The same is true in Europe, although where people have more wealth they are able to exert individual choice as consumers. Perhaps some of the biggest changes have come about through the activities of environmental pressure groups, which in turn have affected public opinion.

The activity could be used to produce classroom display work. The circular diagram could be enlarged and pupils, working in groups, add their ideas about different types of pollution to it. For older pupils, material from environmental pressure groups could be made available to enable them to do their own research in the classroom. Being involved in taking action over pollution will be a valuable educational experience for pupils even if it does not result in change. They will find out how much power they have to change their environment.

# C LIFE & DEBT

## Key Questions

***What are the links between colonialism and debt?***

***Why is debt in poor countries getting worse?***

***How do people get into debt and what happens when they do?***

## The Film

The film examines the link between Brazil's external debt and its internal ecological, social and economic crisis. It focusses on the lives of ordinary people at one level but does not avoid dealing with the global economic system at a wider level. It puts the present problems of Brazil into the context of its colonial history. In doing so it makes connections between two sides of a global crisis which affects both rich and poor countries.

Central to any understanding of debt among poor countries is the history of colonialism and its development into modern capitalism. It is important that pupils gain an understanding of these processes, complex though they might be. At the same time it should be made clear that, although we in Europe might be involved in this process, no individual blame is attached. Indeed the same system which has brought about the crisis affecting countries like Brazil has also brought problems of debt for Europe, both at a national and individual level.

## The Activities

POSTER **C**

The poster contains a number of apparently unrelated images. They are superimposed over a map showing Europe and America, which may provide a clue to the connection. Pupils could be asked to study the poster and make up their own story which would link all the images. This could lead to an interesting piece of imaginary writing.

ACTIVITY SHEET **C1** (11-13)

***What are the links between colonialism and debt?***

The sheet duplicates the images on the poster. They illustrate the issue of debt through a case study of Brazil. The apparently unrelated images link the historical origins and modern implications of debt. Pupils match the captions with the images and then use arrows to formalise the links between the images. These can be cut out and stuck onto To increase their understanding further, more able pupils might be asked to write about what the poster describes in their own words. If they watch the film clip they can include other examples of the processes which the poster and the captions describe.

ACTIVITY SHEET **C2** (11-13)

***What are the links between colonialism and debt?***

Pupils read the sheet which describes the history of colonialism and debt in South America. They will be able to develop their understanding of the links which they found in the 'Life Liability' poster. They could be set a number of comprehension questions based on the passage. More able pupils could be asked to research historical texts about colonialism in other parts of the world. They could then write their own short history of colonialism.

ACTIVITY SHEET **C3** (<10, 11-13)

***Why is debt in poor countries getting worse?***

The tale of the Little Red Hen explains how debt in 'the South' can arise as a result of following the type of development prescribed by 'the North'. After they have read it pupils discuss what they think it means. The following questions will help them to do this:

**W**ho does the Little Red Hen represent in real life?

**W**ho do the Duck, the Pig and the Rat represent in real life?

**W**hat mistake did the Little Red Hen make?

**W**hy was she persuaded to grow coffee rather than wheat?

**H**ow did the other animals benefit from the Little Red Hen growing wheat?

**W**hy was it difficult for the Little Red Hen to sell the coffee?

**W**hy did the Little Red Hen have nothing to eat?

**W**hat was the only option for the Little Red Hen at the end of the story?

**C**an you think of a better solution to help Little Red Hen to feed herself?

Although this story is useful for explaining the debt problem, it is necessarily an over-simplification. There are other factors that determine whether borrowing money is a good or bad thing – as the next activity illustrates. It should be explained that farmers are encouraged to grow cash crops because the money from foreign sales, if invested wisely, can be used to help the country as a whole. It could be used for better health care and education, for example. In practice, however, it is usually the poorest people who benefit the least, and often end up worse off.

ACTIVITY SHEETS **C4** & **C5** (14>)

***How do people get into debt and what happens when they do?***

This simulation activity is more suitable for older pupils, particularly since it involves the sort of problems that they may have to face themselves in the near future. It is important to emphasise that using credit can be a sensible way to improve living conditions. Debt can be the result of unforseen circumstances rather than bad management.

Vary the game by changing interest rates from time to time. Change the mortgage rates on houses and, as a result, the rents. Make some of the class unemployed, or change wage levels. These unexpected changes will make the activity more challenging and more realistic. Pupils might decide that rather than live alone, it would be more fun, and cheaper, to share a home.

At end there are a number of questions for pupils to consider.

**H**ow did credit help to improve lifestyle?

**H**ow far was it worth getting into debt?

**W**hen did debt become a problem?

**W**hat is the difference between personal debt and national debt? (Think about how the money is used.)

# D SEEDS OF PLENTY, SEEDS OF SORROW

## Key Questions

***What was the need for the Green Revolution?***

***What was the Green Revolution?***

***What has been the impact of the Green Revolution?***

***How has the problem of hunger changed since the Green Revolution began?***

## The Film

The film examines what has often been regarded as one of the most successful development strategies of the 20th century – the Green Revolution. From the early 1960s the Green Revolution set out to increase food production in the Third World. It was an example of Western technology applied to Third World problems. The film delves into the darker side of the Green Revolution – the damage done to the social structure and ecology of Third World countries. It looks at three stories from India which raise some of the issues.

## The Activities

POSTER **D**

Ask pupils to suggest what the poster is trying to say. Identify what they see in front of the tractor, which typifies the scene in any Third World country prior to the Green Revolution. Compare that to the scene behind the tractor which is what followed the Green Revolution. Ask them which type of farming they think would be the most effective. This is a question to return to after the other activities.

ACTIVITY SHEET **D1** (11-13)

***What was the need for the Green Revolution?***

Pupils may have their own ideas about hunger in the world and how it could be prevented. Ask them to brainstorm their own ideas. It will be interesting to see how many come up with the four myths on the Activity Sheet. Presenting pupils with these myths is a less threatening way of clarifying their own ideas.

Thinking about hunger and ways of preventing it will help pupils to understand why the Green Revolution seemed like a good idea. It may also help them to predict the effects it had.

ACTIVITY SHEETS **D2, D3** & **D4** (11-13, 14>)

***What was the Green Revolution?***

***What has been the impact of the Green Revolution?***

The information on these sheets can be used to do a role play.

Activity Sheet **D2**. This represents the outside of a seed packet produced by the imaginary multinational company, Agrimore. Pupils, in the role of Indian farmers, make a list of the benefits and problems they might have if they switched from using their traditional seed varieties to the ones in the packet.

Activity Sheet **D3**. To do the role play pupils will need to work in groups of four. Alternatively, it could be done as a whole

class activity, with the teacher in role as the government official. Students should use Activity Sheet **D4** to underline or cut out the arguments that they will use in the role play. The role play should lead to a discussion of the main arguments for and against the Green Revolution and highlight the divisions it has brought about in Indian society.

ACTIVITY SHEETS **D5** & **D6** (14>)

***How has the problem of hunger changed since the Green Revolution began?***

This activity is a long one, but in addition to helping pupils think about the question above it will also increase their skills in using an atlas and improve their knowledge of countries.
Pupils follow the instructions and use the data on Activity Sheet **D5**. They draw on the outline world map on Activity Sheet **D6**. When the activity is complete some clear patterns should emerge on the map. Hunger is still a problem through much of Africa, and parts of Asia and Latin America. Most of the areas which were more than adequately fed in 1965 have actually increased what they eat. Many of the poorest fed areas in 1965 were eating even less by 1986. A few countries, some of which were part of the Green Revolution, have increased food consumption dramatically. Egypt, Indonesia and Mexico are good examples, though India has not done so well. These patterns are important and pupils should discuss the implications. Why has the Green Revolution had no impact in Africa? Why has it been less successful in India than some other countries? Are there other, more practical, solutions to the problem of hunger?

# E SUSPENDED DREAMS

## Key Questions

***Is violence a characteristic of all societies?***

***Are there different causes of conflict and different ways of resolving it?***

***What are the causes of conflict in Lebanon?***

***What are the priorities for resolving the conflict in Lebanon?***

## The Film

In 1991 the world's attention was focussed on the freeing of the Western hostages held in Lebanon. This film takes us into the lives of people the world has forgotten, who have been hostage since the Lebanese civil war began. Through the eyes of people living in the centre of Beirut, the film examines the devastating effect of the war on the people and environment of Lebanon.

## The Activities

ACTIVITY SHEET **E1** (11-13)

***Is violence a characteristic of all societies?***

The activity is intended to make pupils aware that there is more to violence than war, and that violence is a part of our society too. It also demonstrates that violence need not be physical and that we could also think of environmental destruction as being an act of violence. Pupils are asked to consider if violence can ever be justified.

Extend, or replace, the activity sheet by using a newspaper from which pupils have to extract examples of different forms of violence in their own country.

ACTIVITY SHEET **E2** (<10, 11-13)

***Are there different causes of conflict and different ways of resolving it?***

The causes of war in countries like Lebanon are not unlike the causes of conflict which are within every child's experience in places like the school playground.

Ask pupils to brainstorm all the possible causes of conflict that there might be in the playground. Then give them one of these specific situations to develop as a role play:

***There is an argument over a ball game. One child believes that the***

***other one cheated so that they could win. They completely deny it and demand an apology.***

***Two friends have fallen out. One has been told that the other one insulted them behind their back. The first child wants to find out if is true. The second child knows it is true but does not want to admit it.***

***One child has shouted a racist name at the other one across the playground. It was said casually but was taken seriously and the second child is very angry.***

You could give a different situation to each group, or ask each group to develop the same situation to see how it could be resolved in different ways. Pupils need to be encouraged to think carefully about their own role, even if they are not one of the two central characters. They may take sides, keep out of the conflict or even try to mediate. It would be interesting to freeze the action at certain points in the role play to ask each person their feelings.

The discussion after the role play is important to explore the alternative solutions to the conflict.

A good way to follow-up the activity is to get pupils to observe what actually happens in their own playground. This research might produce interesting results which could help the school to consider how unnecessary conflict in the playground could be avoided.

ACTIVITY SHEET **E3** & **E4** (14>)

***What are the causes of conflict in Lebanon?***

Older pupils can gain an understanding of the many causes of conflict in Lebanon through the film and reading Activity Sheet **E3**. Discussion of the statements on Activity Sheet **E4** will help them to clarify their understanding and also their own views of the conflict. They can be asked to justify their views in writing or in discussion. This is useful preparation if they go on to do the next activity.

ACTIVITY SHEET **E5** (14>)

***What are the priorities for resolving the conflict in Lebanon?***

Pupils have to read the descriptions of six imaginary candidates for a new Lebanese government, and select three. They discuss their choice of candidates in small groups and can change their selection if they wish. Then pupils put the arguments for each candidate to the whole class before a vote is taken. Pupils' choice of candidate should reflect their understanding of the problems in Lebanon and the relative importance that they attach to them. An important aspect of the film and this activity is that pupils have an opportunity to consider the environmental, as well as the human, effects of war.

# F RABI

## Key Questions

***What type of relationship do we have with the natural world?***

***What are the tensions between Western-style development and traditional cultures?***

***Why is large-scale development not necessarily the best?***

## The Film

The film is a modern day fable which uses traditional African story-telling techniques. It lends itself to different levels of interpretation, raising issues about mutual respect between people and nature. At another level it could also be understood to highlight the tensions between Western ideas about development and traditional local cultures and values.

## The Activities

POSTER **F** and
ACTIVITY SHEET **F1** (<10)

The story of the film is retold in pictoral form in the poster. Ask pupils to try to tell the story in their own words by interpreting the pictures in the poster.

After seeing the film, or hearing the story (Activity Sheet **F1**) there could be a lot of discussion about what it means. The level of discussion depends on the age of the

pupils, but at this stage it would be good to let them express ideas without too much teacher input.

Return to the poster at the end of the unit when the other activities have been completed. Pupils may now interpret the story in a new light and with greater understanding. As a final activity pupils could be asked to tell any other fables that they have heard. This would be particularly valuable where pupils in the class come from different cultural backgrounds. It would also be interesting to compare the power of story-telling to communicate an idea, as opposed to the means that we are more used to in Europe – newspaper articles, documentary programmes, etc.

ACTIVITY SHEETS **F2** & **F3** (<10, 11-13)

***What type of relationship do we have with the natural world?***

Two simple activities are outlined on these sheets which could both lead to interesting discussion on the relationship between people and nature. Use the questions suggested at the end of the activities and if possible relate them to ways that the pupils themselves affect nature in their own local environment.

ACTIVITY SHEET **F4** (11-13)

***What are the tensions between Western-style development and traditional cultures?***

This activity challenges the notion that Africa requires Western-style development by showing that traditional ways of doing things are often more appropriate to local needs. It attempts to dispel the myth of the mud hut as 'primitive' and shows how it makes use of available local materials, is cheap and well-adapted to climatic conditions. Pupils might also look at houses in their own area and how they meet these criteria. Some scientific background in the principles of conduction and convection of heat are required for this activity.

ACTIVITY SHEETS **F5** & **F6** (11-13, 14>)

***Why is large-scale development not necessarily the best?***

Many development projects in Africa in recent years have failed because they did not consider the culture and values of local people, and because they worked against the natural environment rather than with it.

Pupils do this activity in pairs. They take the roles of the two people described on Activity Sheet **F5**. Based on this information alone they have a conversation about how to solve the water shortage problem. It is an unlikely conversation (like the one between the boy and the tortoise in the story), but could lead to a better understanding of the two points of view. They use the information on Activity Sheet **F6** to find out what can be learnt from the mistakes of a previous large-scale development project.

Pupils are then asked to discuss what role they think local people should play in their own development and what role they think people in 'the North' should play.

# G AND THE DISH RAN AWAY WITH THE SPOON

## Key Questions

***How can the mass media influence us?***

***How can one culture dominate through the mass media?***

***How has the culture of the Caribbean developed?***

***How is cultural domination related to economic power?***

## The Film

The film explores the issue of cultural domination in the Caribbean, a region that has become a meeting point for all the world's civilizations. It makes use of interviews, examples of local culture, poetry and music, interwoven with adverts, drama, and clips from imported TV programmes. Through the irreverent style of the film, described as 'Calypso

television', it shows the struggle for cultural independence which is taking place in the Caribbean.

Pupils in Europe will be familiar with mass media in their own country. But familiarity does not mean understanding. The activities in this unit aim first to recognise the influence that the media has in shaping our ideas about ourselves and the world. Pupils will then be able to understand similar processes at work in the Caribbean, just one of the regions of the Third World where the struggle for cultural independence goes hand in hand with the struggle for economic survival.

## The Activities

POSTER **G** and
ACTIVITY SHEET **G1** (<10, 11-13)

***How can the mass media influence us?***

The poster is a collage of adverts which typify a Western lifestyle. In the centre is a Caribbean family that is exposed to these types of adverts, however far removed their own lifestyle might be from the images they see around them. Pupils study the poster. They may recognise some of the adverts. They will almost certainly have seen similar ones.

Activity Sheet **G1** will help pupils to analyse the adverts in the poster. They are encouraged to think about the message that the adverts contain for them, and for other groups of people. Omission of certain types of people in itself communicates a message.

ACTIVITY SHEET **G2** (<10, 11-13)

***How can one culture dominate through the mass media?***

Even in Europe, the USA exerts a strong influence on culture, mainly through television. Many pupils admire what they see, though others may be more critical. Pupils do the sequence of related activities on this sheet with a partner.

They will need an atlas for the first activity to test their knowledge of cities in two countries.

To analyse TV programmes they will need a TV programme guide which covers the different channels. If it is a weekly guide each pair in the class could analyse the programmes for a different evening of the week.

Pupils can extend the final activity by creating an image of their own country or area. They will need magazines, or other sources of photographs, that they could cut out.

ACTIVITY SHEETS **G3** & **G4** (11-13)

***How has the culture of the Caribbean developed?***

Pupils read Activity Sheet **G3**, which describes how culture in the Caribbean has developed. They use the information from the passage to complete two annotated maps on Activity Sheet **G4**. The first map is of the Caribbean. Using an atlas they label the countries of the region. Reading the passage carefully they will notice that there is historical information that refers to individual islands. They add the information to the map beside the label for the country.

The second map is a map of the world with the Caribbean at the centre. Pupils highlight in colour each country, or area, of the world whose people have been connected to the Caribbean. They name the country on the map and draw an arrow connecting it to the Caribbean. The arrow should point in the direction that people moved.

ACTIVITY SHEET **G5** (11-13)

***How is cultural domination related to economic power?***

The poem will be enjoyed by all pupils. The level at which it might be understood will depend on the pupil's age. The teacher can set the tasks on the sheet which are appropriate for their pupils. In a simple way, the poem highlights the shift from the old form of colonialism – slavery – to a new one, tourism. Caribbean culture is in danger of being reduced to the subject of a holiday snapshot. Real power lies in the pockets of the rich who bring their culture with them.

The film itself contains many and more varied examples of Caribbean culture, for pupils to enjoy and to understand as an expression of people asserting their independence.

ACTIVITY SHEET **A1**

# One World - Making The Links

Did you know that every time you switch on the light an island in the Pacific Ocean comes a little bit closer to being flooded? You don't believe it? Well, perhaps that is a slight exaggeration but there is a little bit of truth in it.

The light uses electricity which is produced in a power station by burning coal. When coal burns it makes a gas, carbon dioxide, which goes into the air. Carbon dioxide in the air helps to trap the sun's heat and the more there is the faster the earth warms up. As the earth gets hotter, ice at the North and South Poles melts and makes the sea level rise, so that islands that are just above sea level may soon be flooded.

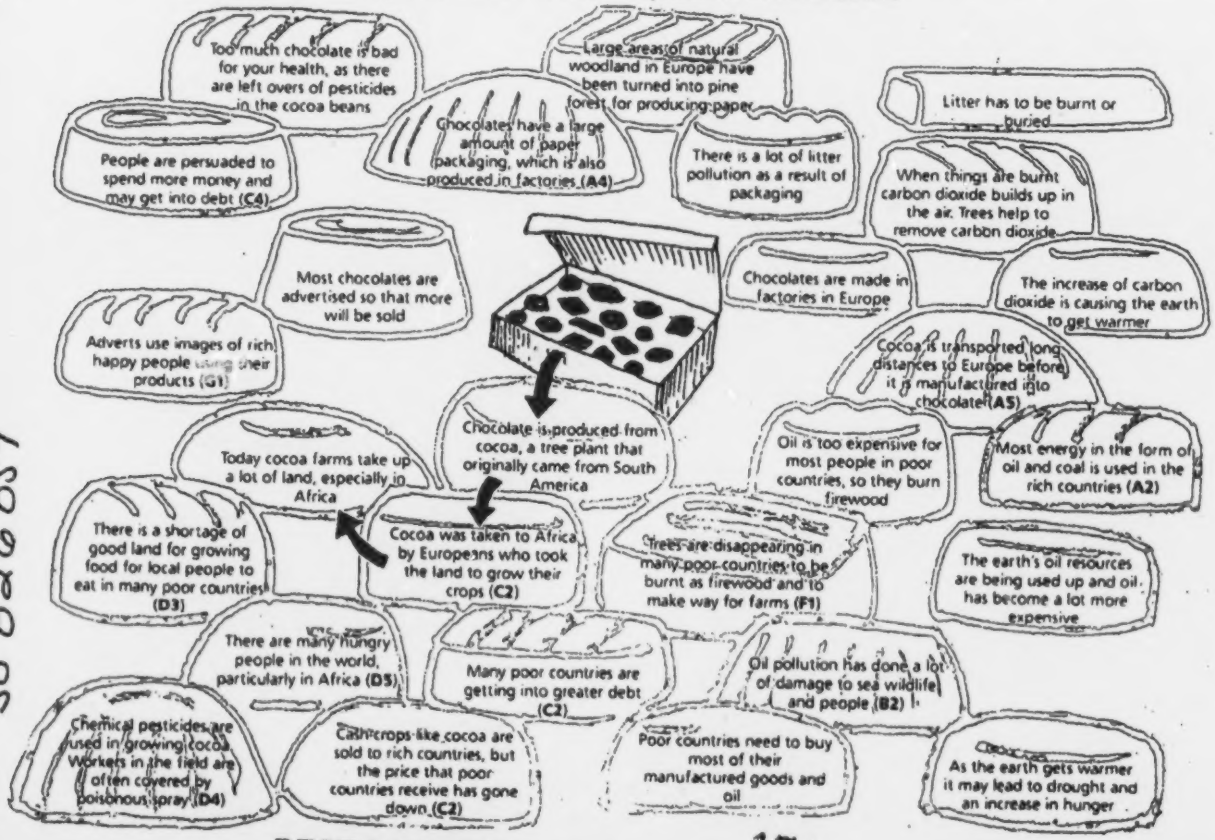
It's an example of the way that our everyday actions can change the world. One of the aims of this pack is to look at our lives and the way that we live to see what action we can take to change the world for the better.

It's not quite as easy as it sounds. The world is complicated and there are many important questions to think about, all of them linked to each other. Take a simple action like buying a box of chocolates. Could you imagine the earth-shattering consequences of such a simple action? Well, try!

☐ **Study the diagram below. All the statements are linked to each other. Can you make all the links by drawing them on the diagram? It has been started for you.**

**When you have finished you could test your friends with difficult questions – what has the price of oil got to do with a box of chocolates?**

The letters and numbers that you see on the diagram refer to other activities in the pack which deal with some of these questions in more detail.


Too much chocolate is bad for your health, as there are left overs of pesticides in the cocoa beans
Large areas of natural woodland in Europe have been turned into pine forest for producing paper
Litter has to be burnt or buried
Chocolates have a large amount of paper (packaging, which is also produced in factories (A4)
There is a lot of litter pollution as a result of packaging
People are persuaded to spend more money and may get into debt (C4)
When things are burnt carbon dioxide builds up in the air. Trees help to remove carbon dioxide
Most chocolates are advertised so that more will be sold
Chocolates are made in factories in Europe
The increase of carbon dioxide is causing the earth to get warmer
Adverts use images of rich happy people using their products (G1)
Cocoa is transported long distances to Europe before it is manufactured into chocolate (A5)
Chocolate is produced from cocoa, a tree plant that originally came from South America
Today cocoa farms take up a lot of land, especially in Africa
Oil is too expensive for most people in poor countries, so they burn firewood
Most energy in the form of oil and coal is used in the rich countries (A2)
There is a shortage of good land for growing food for local people to eat in many poor countries (D3)
Cocoa was taken to Africa by Europeans who took the land to grow their crops (C2)
Trees are disappearing in many poor countries to be burnt as firewood and to make way for farms (F1)
The earth's oil resources are being used up and oil has become a lot more expensive
There are many hungry people in the world, particularly in Africa (D5)
Many poor countries are getting into greater debt (C2)
Oil pollution has done a lot of damage to sea wildlife and people (B2)
Chemical pesticides are used in growing cocoa. Workers in the field are often covered by poisonous spray (D4)
Cash crops like cocoa are sold to rich countries, but the price that poor countries receive has gone down (C2)
Poor countries need to buy most of their manufactured goods and oil
As the earth gets warmer it may lead to drought and an increase in hunger

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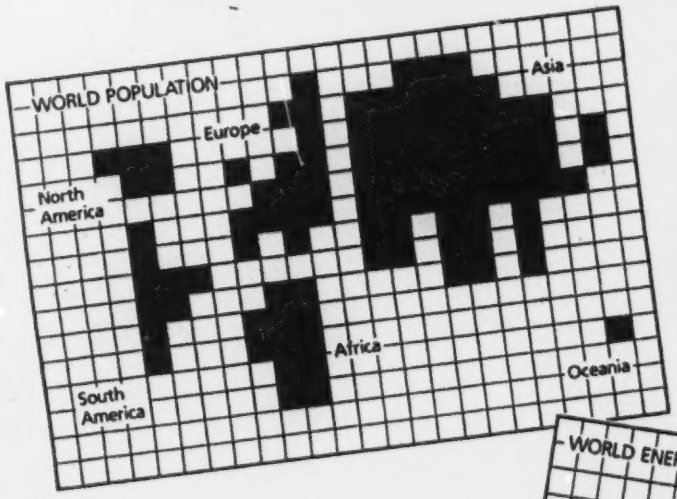
ACTIVITY SHEET

# A2 Where is Energy Used?

The amount of energy people use varies enormously around the globe. You can get a good idea of just how great the differences are by comparing the population and energy consumption of the continents.

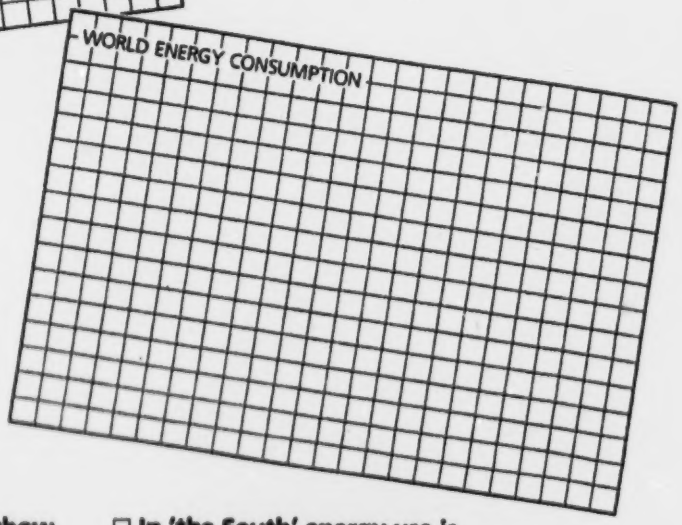
☐ **Study the World Population map. Each square on the map represents 1% of the world's population. By counting the number of squares in each continent you can find the percentage of the world's population that lives there. Write the answers in the table.**

☐ **Draw a World Energy Consumption map using the same technique. Find out how many squares each continent should be from the figures in the chart. Draw the continents in the correct part of the world and roughly the right shape. The shapes you draw won't look exactly like the continents, but they will represent the amount of energy they use.**




## Percentage of World Population

| | |
|---|---|
| Africa | |
| Asia | |
| Europe | |
| Oceania | |
| North America | |
| South America | |




## Percentage of World Energy Consumption

| | |
|---|---|
| Africa | 3 |
| Asia | 18 |
| Europe | 45 |
| Oceania | 1 |
| North America | 28 |
| South America | 5 |

☐ **Explain what the two maps show you about where energy is used. Do the areas with the most people use the most energy?**

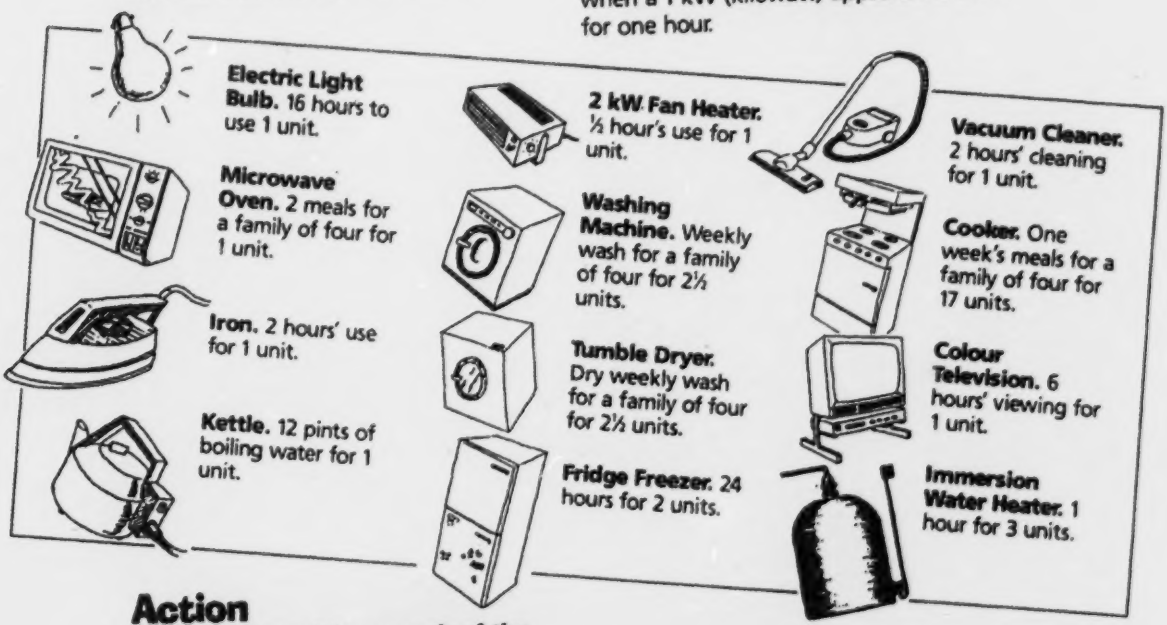
☐ **In 'the South' energy use is concentrated in a few major cities. What does that tell you about energy consumption of the rest of the population?**

ACTIVITY SHEET **A3**

# How Much Energy Do You Use?

It is possible to work out how much energy you use in your home. Electricity is the form of energy used most commonly. Nearly all our domestic appliances require electricity, but they all use different amounts. The amount of electricity that each appliance requires can be measured in kilowatts (it is often written somewhere on the appliance itself).

Here is a selection of commonly used appliances, together with the amount of electricity that they use. To make it simple, electricity can be measured in units. One unit of electricity is the amount you use when a 1 kW (kilowatt) appliance is used for one hour.


**Electric Light Bulb.** 16 hours to use 1 unit.
**Microwave Oven.** 2 meals for a family of four for 1 unit.
**Iron.** 2 hours' use for 1 unit.
**Kettle.** 12 pints of boiling water for 1 unit.
**2 kW Fan Heater.** ½ hour's use for 1 unit.
**Washing Machine.** Weekly wash for a family of four for 2½ units.
**Tumble Dryer.** Dry weekly wash for a family of four for 2½ units.
**Fridge Freezer.** 24 hours for 2 units.
**Vacuum Cleaner.** 2 hours' cleaning for 1 unit.
**Cooker.** One week's meals for a family of four for 17 units.
**Colour Television.** 6 hours' viewing for 1 unit.
**Immersion Water Heater.** 1 hour for 3 units.

## Action

☐ **Keep a record for a week of the amount of electricity that you use in your home. Ask other members of your family to help you. Make a note of each time someone uses electricity, which appliance they use and for how long.**

**Keep your record in the form of a table like this.**

| Appliance | Number of times/hours | Units of electricity |
|---|---|---|
| | | |

☐ **How many units (or kW hours) of electricity does your family use in a week?**

☐ **Do you know, or can you find out, how much this would cost?**

☐ **Are there any ways in which your family could save energy? Which would be the most effective ways?**

☐ **Could you set a target for the number of kW hours of electricity that your family should use in a week?**

☐ **What other forms of energy, apart from electricity, do you use in your home?**

ACTIVITY SHEET

A4

# What Do You Waste?

☐ **Can you find 12 different types of waste in the picture?**

☐ **What should the family do to prevent, or reduce, each type of waste?**

ANSWERS:

1 **Newspapers.** Paper could be recycled if there is a place to collect it.

2 **Food leftovers.** Eat less food, or recycle it by turning it into compost to use in the garden.

3 **Take-away meals.** Most take-aways use a lot of packaging for a short time to keep food warm. Eat in or eat out!

4 **Disposable nappies.** They can't be recycled and they waste a lot of material. Use cotton nappies, but make sure you share the washing.

5 **Bottles.** Glass could be recycled if there is a place to collect it.

6 **Washing machine.** The machine is only taking a small load. Some machines can be adjusted so that a small load uses less energy and water. Or make a full load before you use it.

7 **Door open.** Wastes heat in cold weather. Close it!

8 **Tap running.** Wastes water and energy. Turn it off!

9 **TV.** Wastes energy when it is left on but no-one is watching. Turn it off, or at least plan the programmes you want to watch.

10 **Heating too high.** Heating uses most of our household energy. It can be controlled by using a thermostat and timer.

11 **Cans.** If they are aluminium they can be recycled if there is a place to collect. Buy more fresh food that doesn't need cans.

12 **Fridge door open.** This wastes energy as the fridge warms up. Close the door. By the way – does your fridge contain CFC gases which will destroy the ozone layer when you dump it?

13 **Batteries.** Contain poisonous chemicals which damage the environment when they are dumped. Use rechargeable batteries which can be used many times.

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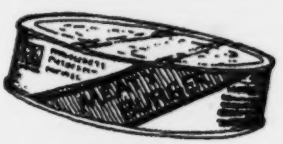
ACTIVITY SHEET
**A5**

# How Green is Green?

So many products these days are advertised as being 'green', or 'environmentally-friendly', that it is surprising that there are any environmental problems left. The word environment is a good selling point. We are even willing to pay more for products that are environmentally-friendly. It is important that we know what we are paying for.

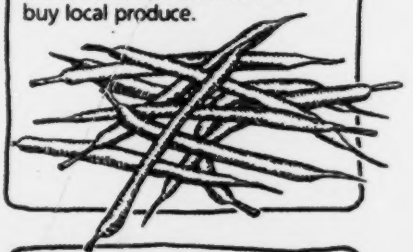
There are some ways to check whether the things you buy are really as 'green' as they say they are.

**1 How much information do you have?** It is not enough just to be told that a product is 'green'. It should tell you exactly what it is made from and how it is produced. If not, you need to be suspicious.

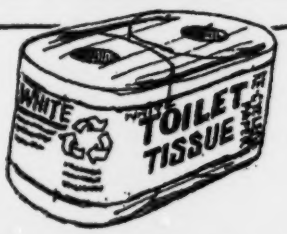


**2 How many ingredients are there?** In food, there are often extra wasteful ingredients. These are usually chemicals to make it last longer or look attractive. They will probably do you more harm than good too.

**3 Where was it produced?** The further away the more fuel had to be used to transport it. That is not an argument against foreign products, but it makes environmental sense to buy local produce.



**4 Is it poisonous?** Products which are poisonous will say so. By using them we are likely to poison the environment. Poisons, like bleach, get tipped down the toilet or sink but they end up in the river.




**5 How was it produced?** Some goods seem quite harmless but damage may have been caused to the environment in their production.

**6 How much packaging is used?** Layers of paper and plastic which you have to take off before you get to the product is a waste.

**7 Can the waste be recycled?** If the product is contained in aluminium or plastic you can check whether it can be recycled or not. (This should be indicated on the container.) Paper and glass can be recycled if you live in an area where they are collected.

**8 Do you have to buy more than you need?** Many products come wrapped in packs of two or more, forcing you to buy more than you really need. Perhaps the biggest environmental problem of all is that we consume too much. This selling technique only makes it worse.

**9 How many other brands does the company sell?** Companies may sell very similar products under different names. Some may be 'environmentally-friendly', some may not.

ACTIVITY SHEET

# A6 Shopping for a Change

## (i) INVESTIGATE THE PRODUCTS

Before we are able to change our shopping habits to be become more friendly to the environment, we need more information. And before companies change their products, they need to know how shoppers will behave.

☐ **Seek permission from one of your local supermarkets to do your investigation. It is a lot easier when people don't stop you to ask what you are doing.**

☐ **Select a few products which a lot of people buy at the supermarket. A few interesting ones to choose would be:**

breakfast cereal
washing powder
a vegetable, like carrots (fresh, frozen, canned)
toilet paper

☐ **Compare the different brands of one product, to see how environmentally-friendly they really are. Use the checklist on Activity Sheet A5 to help you.**

☐ **If the products themselves don't provide the information that you need, that is the first point against them. Ask the supermarket manager if s/he can help. They should at least know something about the products which carry their own brand name. If not, then you may be able to write to the company which made the product to find out.**

☐ **Make a simple chart to help to compare all the different brands of a product. You could either tick each box on the chart or give it an environmental score from 1 to 5.**

**List the questions you asked across the top of the chart and write the brand names down the side.**

| | Information? | Ingredients? | Where was it produced? | How was it produced? | Packaging? | Recycling? | Poisonous? | Quantity? | Other brands? |
|---|---|---|---|---|---|---|---|---|---|
| Brand A | | | | | | | | | |
| Brand B | | | | | | | | | |
| Brand C | | | | | | | | | |
| Brand D | | | | | | | | | |

## Action

☐ **You could make the chart into a simple information leaflet about a product e.g. breakfast cereals. This could help your family, or other members of the class, to make sensible decisions about which brand to buy when they go shopping.**



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ACTIVITY SHEET **A7**

# Shopping for a Change

(ii) INTERVIEW THE SHOPPERS

☐ **Carry out a simple interview with shoppers to find out their attitude to products which are environmentally-friendly. You can use the questions below, or you might prefer to make up your own. Try it out on your own family first. Then, when you feel confident, you can do the interview with shoppers at the supermarket.**

☐ **When you have completed your interviews, add together the answers to each question. You could combine your results with other people in the class.**

**Draw bar charts to show the results that you have got.**

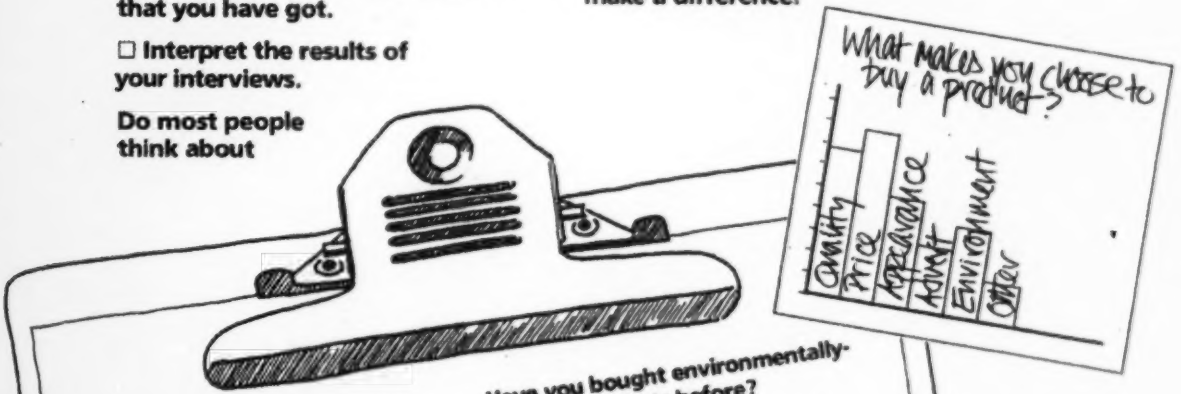
☐ **Interpret the results of your interviews.**

**Do most people think about the environment when they are shopping?**
**Would people pay more for environmentally-friendly products?**
**Are people satisfied with the products that they have bought?**
**What would persuade them to buy environmentally-friendly products in future?**

**Write up your conclusions.**

## Action

☐ **You could send the results of your your investigation to the supermarket. You could also send it to some of the companies that make the products. By doing this you might persuade them that they could improve their policies towards the environment. Even if they don't, you will have let them know that there are some people who are concerned about the environment and want to make a difference.**




**What makes you choose to buy a product?**

- ☐ Quality
- ☐ Price
- ☐ Appearance
- ☐ Advertising
- ☐ Environmentally-friendly or not
- ☐ Other reason

**How much more would you be prepared to pay for goods which are environmentally-friendly?**

- ☐ No more
- ☐ Up to 10% more
- ☐ Up to 20% more
- ☐ Up to 50% more

**Do you think that there is a need for environmentally-friendly products?**

- ☐ Yes
- ☐ No

**Have you bought environmentally-friendly products before?**

- ☐ Yes
- ☐ No

**If yes, how satisfied were you?**

- ☐ Very satisfied
- ☐ Quite satisfied
- ☐ Quite dissatisfied
- ☐ Very dissatisfied

**What would persuade you to buy environmentally-friendly products in future?**

- ☐ If they were cheaper
- ☐ If they were better quality
- ☐ If you had more information
- ☐ Other reason

ACTIVITY SHEET

# A8 School Environment Check

**How does your school make you feel?**

**The chances are that if the environment in your school is good then you will feel good about being there. If not, you won't. Use the list below to check out your own school. You could start with the classroom that you are in.**

**☐ Tick the box which best describes the environment. For example if it is:**

| | |
|---|---|
| very tidy | box 5 |
| tidy | box 4 |
| neither tidy nor untidy | box 3 |
| untidy | box 2 |
| very untidy | box 1 |

**Do the same for each of the other pairs. You can add categories of your own in the space at the bottom if you want. You can also use the numbers to work out a total score for your room which would be useful if you want to compare it with other areas of the school.**

**☐ Now think about how the environment could be improved. In each case, who has the power to make the changes? Pupils, teachers, headteacher, parents and governors or, if none of these, the government?**

## Action

**☐ Prepare an action plan to improve your school environment. Make sure that you send copies to all the people who might be involved or interested in the improvements.**

| | 5 | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|
| tidy | | | | | | untidy |
| interesting | | | | | | boring |
| colourful | | | | | | drab |
| spacious | | | | | | cramped |
| clean | | | | | | dirty |
| quiet | | | | | | noisy |
| well decorated | | | | | | badly decorated |
| comfortable | | | | | | uncomfortable |
| friendly | | | | | | unfriendly |
| fresh | | | | | | smelly |
| warm | | | | | | hot or cold |
| | | | | | | |

ACTIVITY SHEET **B1**

# Issues in the News

☐ Collect a few recent local newspapers and pick out the articles that deal with the main issues for people living in your area. (An issue is something that people talk about a lot because it affects their lives.) Make a list of at least ten issues that are important in your area. You can add your own ideas to the list and ask some people what the main issues are for them. You could even write a checklist and use it as a questionnaire.

Here are some headlines that come from one local newspaper. What issues do you think the articles would be about?

POLICE CHASE ARMED GANG

JOBLESS TOTAL GOES OVER 10,000

CHILD VIOLENCE BLAMED ON VIDEOS

ANGRY GREENS CLIMB ANCIENT TREE

HOMELESS FAMILIES – A LOCAL SCANDAL

DRUGS – A NEW SCARE

HYPERMARKET NOT NEEDED, COMPLAIN FARMERS

MURDER VICTIM KNEW HER ATTACKER

CHILDREN CAMPAIGN TO CLEAN UP RIVER

UNITED SUFFER BIG CUP DEFEAT

☐ Write each of the issues you have listed onto a separate card or piece of paper. (If you prefer you could use the ideas in the headlines above.)

☐ Rank the issues into what you think is their order of importance. Write the number on each card so that you will remember how you have ranked it.

☐ Lay out the front page of a local newspaper using the issues that you have listed as headlines to put in the spaces provided. The most important issue that you ranked first would go in the biggest space. Make space for at least the ten most important issues.

☐ You could complete your front page by writing the articles to go with the headlines.

☐ Some of the issues are social, economic, personal or political. Which ones do you think are also environmental?

☐ Compare the front page that you have designed with the front page of an imaginary Filipino newspaper, 'The Polluter' (Sheet B2). What does each story have to do with the environment? Can you see any links between the stories?

☐ What do you think the word environment' means for people living in the Philipines?

ACTIVITY SHEET
**B2**

# THE POLL

## Oil Disaster

A small fishing village in the province of Bataan woke up this morning to find thousands of dead fish floating in the sea. The cause of the catastrophe is believed to be an oil tanker which has sunk offshore, spilling its cargo of thousands of barrels of oil. Already beaches have been smothered in thick oil and all forms of wildlife have been threatened. There are fears that the local population, which depends on fishing, will be forced to move away. Some local fishermen were optimistic. 'The sea is kind. It will never abandon us,' said one sixty-year-old.

## Mystery of fishermen deaths

A group of fishermen were killed in unusual circumstances last night as their boat came under gun fire. Since the tanker disaster some weeks ago, fishermen have been forced to go further out to sea to catch fish. Here they come into conflict with large commercial fishing companies. A spokesperson for one company denied that they would shoot anyone, although they do employ armed security. Chedeng, the wife of one of those killed, intends to bring the case to court to seek justice. Her mother, Lucia, also lost her husband in the incident.

## Last family leaves village

The last remaining family in the small fishing village devastated in the tanker disaster last year, has finally given up the struggle to stay. They will join the stream of migrants going to Manila, the capital city. Lucia, her father and her five children have seen their share of disaster in the past year. After the tanker sank, Lucia's husband, Pablo, was killed in mysterious circumstances. Another member of the family will not be going on the journey – daughter Cynthia has recently married and will move to the mountains to farm with her husband.

## Shanty town full to limit

The area near Roxas Boulevard by Manila Bay has become home to thousands of migrants pouring into the capital, Manila. They build their own shanty homes from any material they can find along the shore. There is no other housing available in the city for people who come with little money and hopes of a better life than they had in the countryside. So there is no alternative but to become squatters on land which nobody uses. Health officers in the city fear that a lack of sanitation and the polluted sea could lead to a serious outbreak of disease.

# UTER

Manila, July 1991

## Squatters fight for their homes

Squatters in the Roxas Boulevard area of Manila yesterday fought the army as they tried to resist being thrown out of their shanty homes. During the clashes one sixty-year-old man was killed. Army leaders blamed the violence on illegal unions which have been organising people in the shanty town to fight for their rights. The land which they live on is wanted for a new office development overlooking Manila Bay. People forced from their homes may join the huge number of squatters who have already built their shacks on Smokey Mountain, Manila's notorious garbage dump.

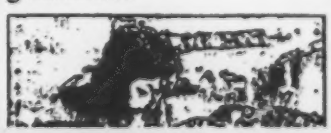
## Drug runner dies on Smokey Mountain

Manila police last night swooped on an illegal drugs ring based on Smokey Mountain. Abdon, aged seventeen, believed to be a member of one of the local gangs was killed in the raid. His mother, Lucia, later identified and collected the body. She was weeping as she told 'The Polluter', 'This place was to blame. There is little hope. People become desperate to survive. They would turn to anything. Abdon would never touch drugs. He was being used to do other people's dirty work.'

## Street children at risk

Belinda Coote/OXFAM

Children as young as eight are being forced to earn a living on the streets of Manila. Unemployment and poverty among many of the city's shanty town dwellers means that children have to help bring money to their families by selling flowers or drinks on the street. Often they are at risk from men who will take advantage of them. Some have been taken to work against their will. One girl Jenny, who we found selling flowers at night in a dangerous area, had only recently moved to the city and was trying to support her mother, brothers, sister and grandfather.



Stuart Franklin/Christian Aid

## Mountains being washed away

Experts are concerned about farming methods that are causing soil to be washed from steep land in some of the Philippines' hilly provinces. Shortage of land has forced farmers to burn off trees from steep land which they use to grow rice. Where there are no trees heavy rain washes soil from the land and leads to flooding in local rivers. One farmer explained, 'We have no choice. It is better than working for rich landlords who pay little and keep almost everything that you grow.'

ACTIVITY SHEET

# B3 Who is In Control?

It's one thing to talk about pollution. It's another thing to take action to stop it! The first thing to do before you can take any action is to find out who is in control.

Who is causing the pollution?
Why are they doing it?
Are they willing to stop it?
Who has the power to make them stop?

Unfortunately the answers are not always as simple as the questions. Take the example of lead pollution from car exhaust fumes.

Car manufacturers have to design engines that can run on lead-free petrol. This could cost money and could mean that people will have to pay more money for their cars.

Car owners have to decide if they will buy a car that runs on lead-free petrol and if they will use it in their car

The government can make laws which limit the amount of lead which is emitted into the atmosphere. They could put a ban on petrol that uses lead, or they could encourage people not to use it by putting extra tax on it.

Oil companies have to produce petrol that is lead-free. Lead was used in petrol to stop 'knocking' in the engine. Now there are alternative ways to prevent it.

☐ **If you wanted to stop lead pollution from car fumes who would you try to influence most – car manufacturers, oil companies, car owners or the government? Discuss in small groups.**

☐ **How many other types of pollution can you think of? There are a few in the box below to get you started.**

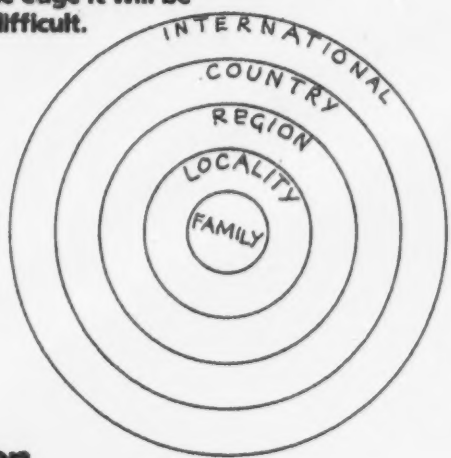
Acid rain; Asbestos dust; Dog fouling; Flytipping of rubbish; Nitrates in drinking water; Noise; Oil in sea or river water; Radioactivity; Smoke from homes or factories

☐ **When you have made your list of different types of pollution think about who is in control of each one. As with the examples of lead pollution from car fumes, decide which is the group or organisation that it would be best to influence.**

☐ **On the circular diagram show where you think control of each type of pollution lies.**

**For example, if you think that to stop lead pollution from car fumes it is best to influence the government, you could write 'lead pollution' in the ring that says 'country'. If you think it would be better to influence car manufacturers or oil companies, you would write in the ring that says 'international' since most of these companies are transnational. If you think it is best to influence car owners, you could write it in the ring that says 'family' if your family has a car. You can only write each type of pollution once on the diagram, so think carefully before you write it on.**

**When you have completed your diagram, where do you find most types of pollution? If they are close to the centre it should be easier to take action to stop them. If they are near the edge it will be more difficult.**




## Action

☐ **Choose one type of pollution that you would like to stop. Decide who is in control and who you need to influence to stop it. Collect all the evidence you need to show what the effects of the pollution are. You might want to take measurements, draw maps, take photos or interview people. Send the evidence to the people who are causing the pollution and to the group or organisation that might be able to make them stop. There is a section at the end of this pack which contains addresses for all the organisations in your country which have some control over pollution.**



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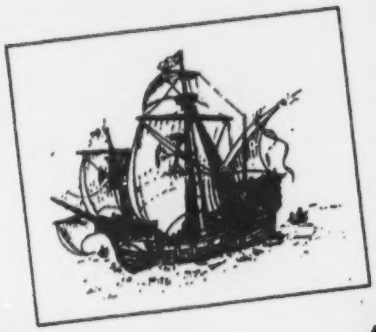
# Brazil - Making The Links

ACTIVITY SHEET **C1**

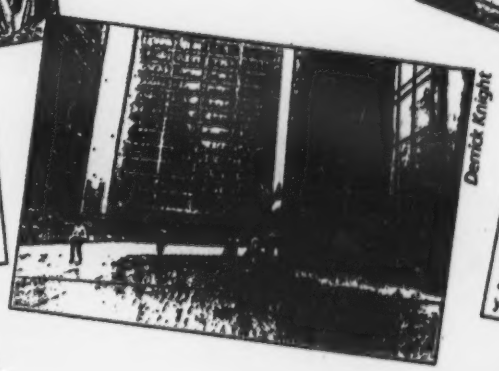


Eleven million young people under the age of seventeen are homeless and live on the streets of Brazil's cities. Many drift into petty crime and become victims of violence; murdered because they are poor, they are black and they have nowhere to go.

People in Europe benefit from the cheap price of raw materials, like timber and coffee, from Brazil. There is no shortage of these materials and if they didn't come from Brazil they would come from somewhere else. That is why the prices stay low.

Susan Cunningham/Panos

In 1492 Columbus sailed from Europe to America on a voyage funded by the banks of his time. They hoped he would bring back gold and wealth that would repay their investment in his trip. They were repaid many times over. The Portuguese claimed Brazil in 1500 and ruled it for over 300 years.



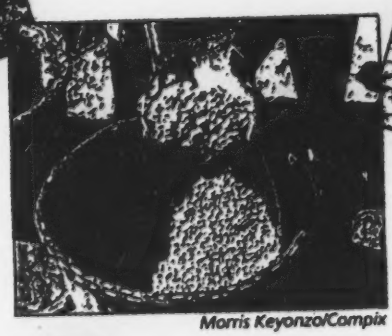
Damkit Knight

European and American banks lent money to countries like Brazil to help them to develop. Not all the money was used wisely and it found its way into a few rich people's pockets. In the 1980s the banks began to charge more interest on debts and now Brazil pays back more money each year than it can earn from exports.

Michael Harris/Panos

Brazil is trying to develop as fast as it can by exploiting its natural resources. Using land and timber from its rainforests is one way of making money and repaying debt. Rainforest cannot be replaced and once chopped down is gone for ever.

UNICEF



Morris Keyonze/Compix

Coffee is one of Brazil's main crops and also one of its main exports. The money Brazil earns from exports like coffee is used to repay its debt to Western banks. As the land is used to grow coffee, Brazil does not produce enough food and poor Brazilians go hungry.

Workers in Brazil are paid low wages for hard work as the country struggles to repay its debt to Western banks. Food prices are high and those not lucky enough to have work go hungry. Workers have little choice – they take whatever work they can get.



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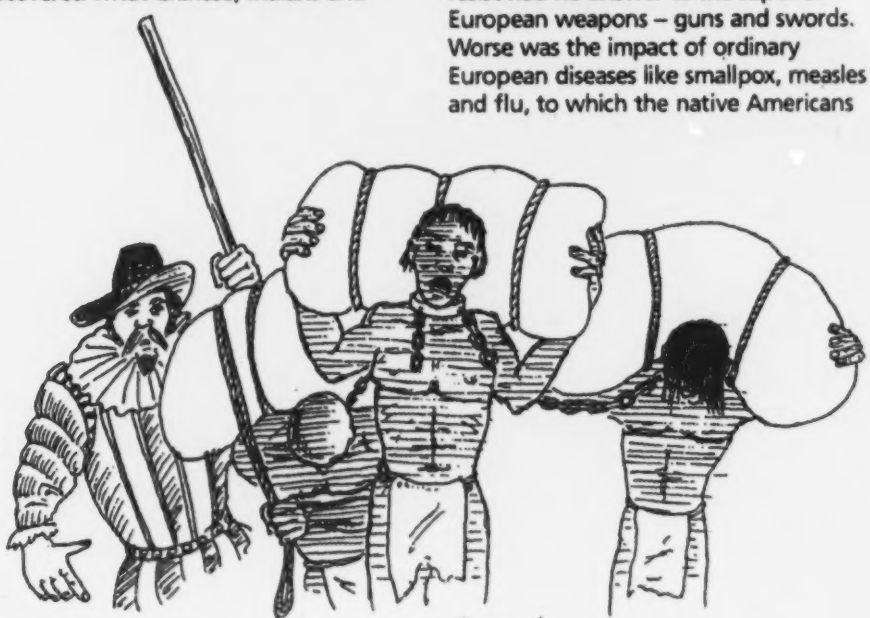
ACTIVITY SHEET

C2

# A Short History of Colonialism and Debt

In Europe we often hear that Christopher Columbus discovered America in 1492. Some Americans find that a very strange idea, since their ancestors were living there thousands of years before. They are the people we now call American Indians. There were many millions of people living in America before 1492, but within 100 years most of them had died – killed by European disease or European guns. Today there are even fewer American Indians, some possibly still 'undiscovered' deep in the Amazon rainforest. Very often they are among the poorest people in America.

Columbus was one of a growing number of European explorers in the 15th century funded by rich tradesmen and bankers in search of wealth that would make them even richer. By 1492 Europeans had discovered what Chinese, Indians and Arabs already knew – that the world was round. Columbus sailed west from Europe expecting to reach China. When he landed in the Caribbean he thought he had reached India, so it was called the West Indies and the people 'Indians'. What was more important was that he found gold and this was to pave the way for a flood of European explorers going west in search of wealth. Wherever they went they encountered a rich variety of cultures and civilizations, from the Aztecs of Mexico to the Incas of South America. But no matter the culture or civilization, each group of people was treated in the same way. Their land and their wealth was taken from them and those who tried to resist had no answer to the superior European weapons – guns and swords. Worse was the impact of ordinary European diseases like smallpox, measles and flu, to which the native Americans



had no resistance. They died in their millions. That was the start of the period of colonialism.

The Spanish and the Portuguese between them conquered most of South America while the British, French and Dutch did much the same in the Caribbean and took over North America as well. At first they tried to use American Indians to work in their mines digging for gold and silver, and on their plantations growing crops. As they died off they began to replace them with African slave labour. Slavery was one of the most appalling episodes in human history. No-one knows how many millions of people died, either on the voyage from Africa or as slaves in America. It was not until the 19th century that most European countries abolished slavery. By that time most of the South American countries had gained their independence from their European colonisers. But it was independence in name only. All of the countries still depended for their survival on trade with Europe. They sold raw materials – coffee, tin, bananas – and in return bought the manufactured goods that they could afford. It was hardly a good deal! The rich European countries had the power to decide the price they paid for raw materials and the cost of their own manufactured goods. It was difficult for poor countries to break out of the cycle of dependence to develop their own industries. To do so they had to borrow money from the banks of the rich countries – the same countries which had colonised them and created their poverty in the first place.

A lot of money was borrowed by the poor countries of South America during the 1970s when the banks had plenty to lend. Unfortunately much was wasted on expensive projects which helped nobody and some went straight into the pockets of the rich elite. Of course the money had to be paid back with interest, and when interest rates went up in the 1980s many countries found themselves getting deeper into debt. The solution which many of them tried was to earn more money and spend less. They did this by producing more raw materials while spending less on essential services such as education and health. The result for the majority of people in these countries, who are poor, was that wages went down and prices went up. That is still the position today. While colonialism may be over, the divisions it created between people and between countries still remain and the gap is getting wider as countries get deeper into debt.

## Wordbox

**Colonialism** – the process by which one country takes over the land of another country.
**Culture** – all the ideas and way of life shared by a group of people.
**Civilization** – a society which is well organised and educated.
**Raw materials** – natural products from the land, under the ground or the sea.
**Manufactured goods** – products which are made, usually in factories.
**Plantations** – large commercial farms which grow a single crop.
**Dependence** – reliance on another country for aid or trade.
**Interest** – money paid by a person who has borrowed, in addition to the money lent.
**Debt** – money which is owed.

ACTIVITY SHEET

# C3 The Little Red Hen

Once upon a time there was a little red hen. She lived on a pleasant farm and ate the food she grew there. One day the little red hen found a grain of wheat. She thought that she would plant it to grow more grain for herself.

WHO WILL HELP ME TO PLANT THIS GRAIN OF WHEAT?
NOT I - BUT I'LL SELL YOU SOME COFFEE BUSHES
YOU'LL MAKE LOTS OF MONEY IF YOU GROW COFFEE INSTEAD OF WHEAT.
NOT I - BUT I'LL BUY THE COFFEE FROM YOU WHEN YOU'VE GROWN IT
NOT I - BUT I'LL LEND YOU THE MONEY YOU NEED TO START WITH.

So the little red hen planted the farm with coffee instead of wheat.

WHO WILL HELP ME TO GROW THIS COFFEE?
NOT I - BUT I'LL SELL YOU SOME FERTILIZER TO HELP IT GROW
NOT I - BUT I'LL SELL YOU SOME PESTICIDES TO KEEP IT FREE FROM DISEASE
NOT I - BUT I'LL LEND YOU THE MONEY TO BUY THE FERTILIZERS AND PESTICIDES YOU NEED

So the little red hen worked long and hard. She spread the fertilizer and sprayed the pesticide on her coffee bushes. Even though it was costing her so much more than it had done to grow her wheat, she kept thinking of the money she would get for it. Then came harvest time:

WHO WILL HELP ME TO SELL MY COFFEE ?
NOT I - BUT YOU'LL NEED MY FACTORY TO ROAST & PACK IT
NOT I - EVERYONE'S GROWING COFFEE NOW & THE PRICE HAS HIT ROCK BOTTOM.
NOT I - BUT YOU'LL HAVE TO REPAY ALL YOUR DEBTS NOW

So the little red hen realised that she had made a mistake growing coffee instead of wheat, because she was deep in debt and had nothing to eat.

WHO WILL HELP ME TO FIND SOMETHING TO EAT?
RUMBLE!
RUMBLE!
NOT I - YOU HAVEN'T ANY MONEY TO PAY FOR IT
NOT I - THERE'S NOT ENOUGH TO GO ROUND SINCE EVERYONE STARTED TO GROW COFFEE
NOT I - BUT I'LL TAKE YOUR LAND INSTEAD OF THE MONEY YOU OWE ME & PERHAPS I'LL LET YOU STAY & WORK FOR ME.

ACTIVITY SHEET **C4**

# Dealing With Debt

It's not just poor countries which are affected by debt. A lot of people in rich countries get into debt as well, trying to maintain their lifestyle. All the time we are being persuaded to buy now and pay later. This is called credit. Many banks and other organisations offer their customers credit cards, while shops encourage their customers to buy things on credit. Credit can be a sensible way to manage your money while trying to improve your living conditions. When you use credit you have to pay back the money with interest. The problem is that interest rates can change and you end up paying more than you thought you would. When things go wrong credit can quickly put you into debt. People in Europe today live with more debt than ever before.

How good are you at dealing with debt?

☐ **Imagine you are trying to set up your own home. You have just left college and your income is not high by European standards. After tax you earn £1,000 a month. You would like to enjoy the type of lifestyle that you see on TV and that some of your friends have. There are a lot of things that you need your money for and a lot of decisions to take. What will you buy? What will you do without? And what will you buy on credit?** Don't forget that the unexpected can sometimes happen!

**Food** There's not much choice here! You have to eat and you can't do it on less than £100/month. If you are a big eater or like lots of takeaways you'd better allow a bit more.

**Essential Services** Everyone has to pay for these and again there is not much choice.

Energy bills £20/month
Water bill £10/month
Local tax £30/month

**Housing** You can choose to rent a place or buy your own. To rent a small one-bedroom flat will cost £200/month. To buy your own would cost £40,000, but don't panic because you can borrow the money from a bank or building society (a mortgage). This would cost you £400/month to repay over 25 years, as long as interest rates stay the same.

**Transport** There's a lot of choice here. You could buy a car. Let's say a second-hand model for £2000 which you could save for, or buy on credit and pay £250/month for 12 months. Or for £200 you could get yourself a new bike and if you preferred pay £25 for 12 months. Alternatively you could walk and use public transport. To get to work would cost you £40/month.

**Household Goods** There are a whole range of things you might want. You can either pay for them straight away or buy them on credit. There may be other things you need so there is space to write them in. Find out the prices. Of course you don't need to have these things if you've got better things to do with your money.

| | Price | Monthly credit for 12 months |
|---|---|---|
| Fridge | £200 | £25 |
| Washing machine | £320 | £40 |
| Television | £200 | £25 |
| Carpet | £240 | £30 |
| Table and chairs | £200 | £25 |
| Bed | £160 | £20 |
| Sofa | £320 | £40 |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
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**Other Expenses** In case you thought that was everything what about clothes, records, books, make-up, sports and hobbies, and what about a holiday? Make your own list here of things you think you couldn't do without and try to find out the cost of what you want.

| Item | Cost |
|---|---|
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
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ACTIVITY SHEET

# C5 Balance Sheet

☐ **Keep a balance sheet for 12 months. Decide what you will spend in the first month and write the amounts into the first column. Work out the total you have spent and write it at the bottom.**

**Are you in debt or have you managed to save any money? Carry the amount across to the top of the column for the next month. If you have bought something on credit in the first month you will have to carry on paying for it over 12 months. Each month you can decide if you are going to buy anything else but you can't forget your commitments to pay for things you have already got.**

**What has happened at the end of 12 months? Are you in debt or have you saved any money? If you are in debt then you have to pay a 20% interest charge to the bank. If you have saved you get 12% extra in interest pay ments. How did you deal with debt?**

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BALANCE FROM LAST MONTH<br>**Debt**<br>**Saved** | | | | | | | | | | | | |
| EXPENDITURE | | | | | | | | | | | | |
| **Food** | | | | | | | | | | | | |
| **Extra food** | | | | | | | | | | | | |
| **Services**<br>Energy bills<br>Water bill<br>Local tax | | | | | | | | | | | | |
| **Housing**<br>Rent<br>Mortgage | | | | | | | | | | | | |
| **Transport**<br>Car<br>Bike<br>Public transport | | | | | | | | | | | | |
| **Household goods**<br>Fridge<br>Washing machine<br>Television<br>Carpet<br>Table + chairs<br>Bed<br>Sofa | | | | | | | | | | | | |
| ..... | | | | | | | | | | | | |
| ..... | | | | | | | | | | | | |
| ..... | | | | | | | | | | | | |
| ..... | | | | | | | | | | | | |
| ..... | | | | | | | | | | | | |
| **Other expenses** | | | | | | | | | | | | |
| ..... | | | | | | | | | | | | |
| ..... | | | | | | | | | | | | |
| ..... | | | | | | | | | | | | |
| ..... | | | | | | | | | | | | |
| ..... | | | | | | | | | | | | |
| ..... | | | | | | | | | | | | |
| ..... | | | | | | | | | | | | |
| **Total expenditure** | | | | | | | | | | | | |
| INCOME | | | | | | | | | | | | |
| BALANCE<br>**Debt**<br>**Saving** | | | | | | | | | | | | |



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ACTIVITY SHEET **D1**

# Hunger - Myth and Reality

It's amazing that today, when we can land people on the moon, fly faster than the speed of sound and flash pictures around the world in minutes, that we can't feed everybody. Hunger is not a new problem, but it does not seem to be getting any better either. There are a lot of common myths about why hunger still exists and how we could get rid of it. Here are four of them:

*People are hungry because there is not enough land to grow food on.*

*People would not be hungry if we gave our food away to people who really need it.*

*People are hungry because there is not enough food in the world for everybody.*

*People would not be hungry if they learnt how to farm like we do, using modern technology.*

☐ **How do we know that these statements are myths? Below are different facts about food. You have to match them up with one of the four myths. Colour in the boxes on this sheet so that each fact challenges one of the myths.**

☐ **What is the real cause of hunger? From all the information on this sheet, choose one important reason that there is hunger in the world. Compare your reason with other people in the group. How many people agree?**

**A** lot of land in poor countries is not used for growing food at all, but for growing luxury crops, like coffee and tobacco, that can be sold to rich countries.

**E**ven when farmers grow more food, poor people often cannot afford to buy it.

**M**odern farming methods cost more money and need more land which poor farmers cannot afford.

**R**ich countries grow more food than they need. In Europe we store tonnes of food because we grow too much.

**I**t is difficult and expensive to distribute food in many poor countries. It is more practical for people to grow it themselves.

**F**ood grown in poor countries is often sold to other countries for cash.

**A**bout ⅓ of the world's farmland is used to keep animals. It takes about 12 hectares of land to feed a person on meat for a year. It only takes 1 hectare to feed a person on cereal. (A hectare is about the size of two football pitches.)

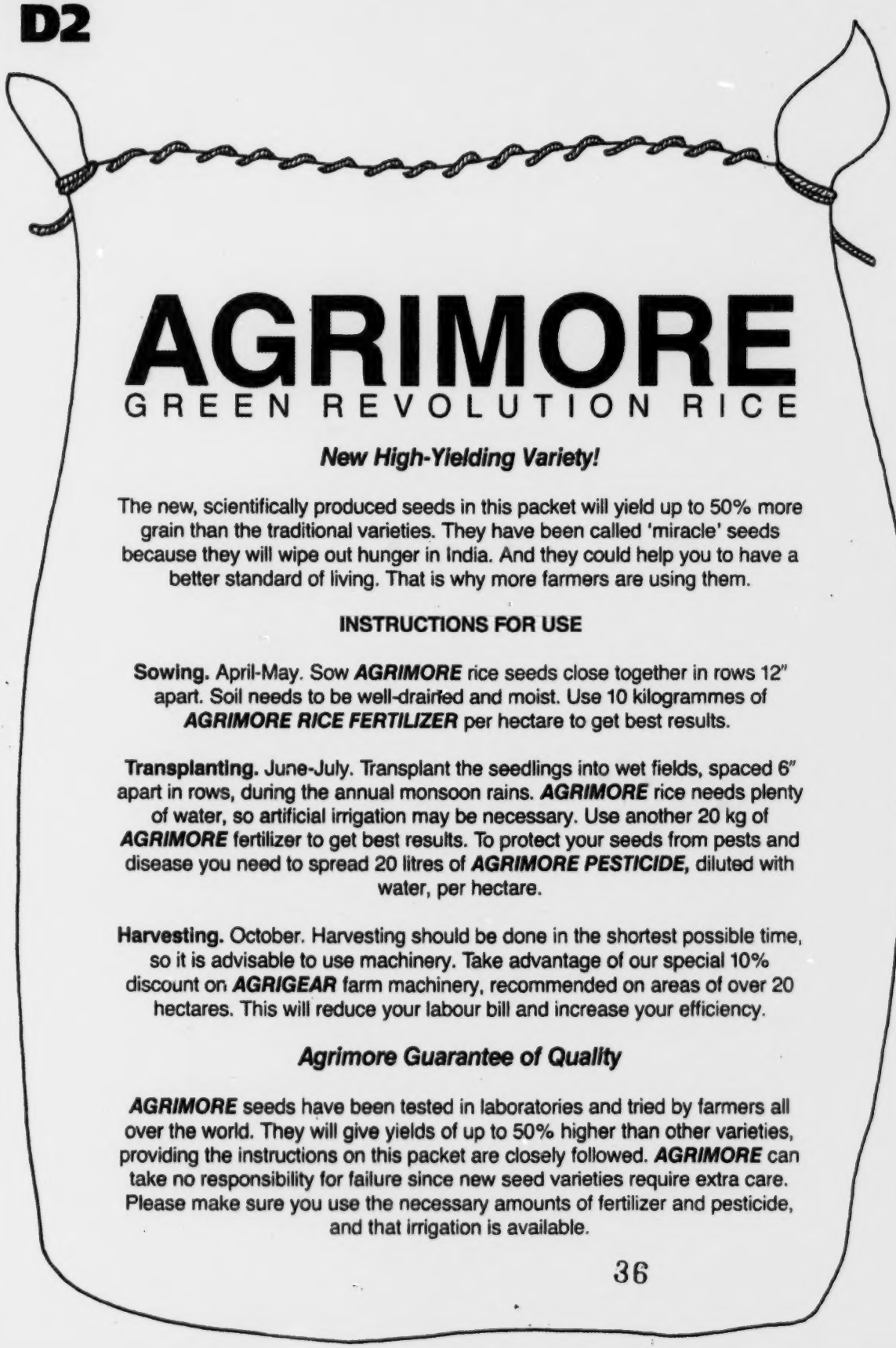
**T**here are a large number of people in poor countries with no land at all and no money to buy food with. There are a few people with a lot of land.

**C**rowded countries are not always the ones that are hungry. Some of the most crowded countries in Europe are able to grow most of the food they need.

**I**f food is cheap, or even free, farmers will not be able to make any money and will stop growing it.

**S**mall farms in poor countries actually produce more food per hectare of land than large farms in rich countries.

ACTIVITY SHEET
**D2**



# AGRIMORE

## GREEN REVOLUTION RICE

***New High-Yielding Variety!***

The new, scientifically produced seeds in this packet will yield up to 50% more grain than the traditional varieties. They have been called 'miracle' seeds because they will wipe out hunger in India. And they could help you to have a better standard of living. That is why more farmers are using them.

**INSTRUCTIONS FOR USE**

**Sowing.** April-May. Sow ***AGRIMORE*** rice seeds close together in rows 12" apart. Soil needs to be well-drained and moist. Use 10 kilogrammes of ***AGRIMORE RICE FERTILIZER*** per hectare to get best results.

**Transplanting.** June-July. Transplant the seedlings into wet fields, spaced 6" apart in rows, during the annual monsoon rains. ***AGRIMORE*** rice needs plenty of water, so artificial irrigation may be necessary. Use another 20 kg of ***AGRIMORE*** fertilizer to get best results. To protect your seeds from pests and disease you need to spread 20 litres of ***AGRIMORE PESTICIDE,*** diluted with water, per hectare.

**Harvesting.** October. Harvesting should be done in the shortest possible time, so it is advisable to use machinery. Take advantage of our special 10% discount on ***AGRIGEAR*** farm machinery, recommended on areas of over 20 hectares. This will reduce your labour bill and increase your efficiency.

***Agrimore Guarantee of Quality***

***AGRIMORE*** seeds have been tested in laboratories and tried by farmers all over the world. They will give yields of up to 50% higher than other varieties, providing the instructions on this packet are closely followed. ***AGRIMORE*** can take no responsibility for failure since new seed varieties require extra care. Please make sure you use the necessary amounts of fertilizer and pesticide, and that irrigation is available.

ACTIVITY SHEET **D3**

# Living With The Green Revolution

Jata is an imaginary village in the Punjab region of India. It is a typical village, with a population of about 1000 people. Most of them are involved in farming. The government has recently introduced the farming techniques known as the Green Revolution. They would like to persuade more farmers to adopt the new methods but some of the local farmers, particularly the poorer ones, are not happy with the experience.

☐ **Imagine that a government official has been sent to talk to the villagers. Below are some of the people involved. On Activity Sheet D4 you will find some of the arguments that are put forward. Read all the arguments and choose the ones that you think you would use in your role. Argue your case at the village meeting. What does the government official decide to do?**

## Small Farmer

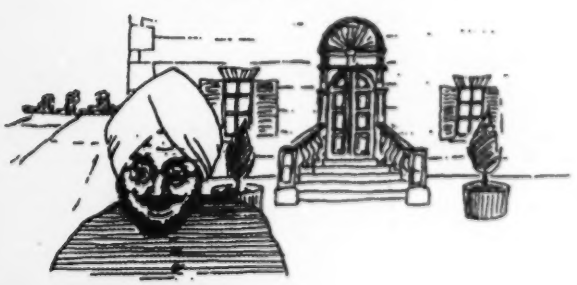
Your role has changed since the Green Revolution. You are aware of the dangers for small farmers and the long-term effects on the soil which will affect your children and their children.

## Landless Labourer

You have lost your land because you could not afford to pay back your loan. You are now looking for work on other people's farms.

## Government Official

You are sent to the village to persuade the villagers of the advantages of the Green Revolution.



## Large Landowner

You have done very well out of the Green Revolution and have become much richer. You are also aware of the needs of the country as a whole.

## Wordbox

**Profit** – money made when income is greater than spending.
**Irrigation** – water supplied to crops by the farmer.
**Yield** – the amount of food that is grown.
**Multinational companies** – companies which work in more than one country, but usually based in a rich country.
**Nutrients** – materials which are necessary for life and growth.
**Fertilizers** – substances which can be added to the soil to provide extra food for plants.
**Pesticides** – poisonous chemicals used to kill insects.
**Crop rotation** – growing different crops in each field year after year.
**Resistant** – not affected by pests.
**Landless labourers** – farmers without land of their own who work for other farmers.

ACTIVITY SHEET
D4

# Living With The Green Revolution

Overall, food production in India has increased since the Green Revolution began.

Most farmers who were making a profit before are making more profit now.

The government has built huge dams to provide irrigation for thousands of farms.

Multinational companies provide 'miracle' seeds, fertilizers and pesticides – and you don't have to pay for them until you have harvested your crop.

The new seeds have been scientifically developed to yield more than traditional seeds.

Modern machinery makes preparation and harvesting easier and saves on labour costs.

The new seeds absorb more water and fertilizer than traditional crops, so they are more difficult to grow.

Without special conditions the new seeds can easily fail.

You can only take advantage of the machinery and irrigation schemes if you have a large farm.

Machinery means buying oil and spare parts when they go wrong. These can be expensive and hard to find.

Traditional farmers used crop rotation because some crops put back into the soil the nutrients that others took out.

Traditional farmers kept a few animals for additional fertilizer.

Traditional seeds did not need pesticides because they were naturally resistant to pests. Pesticides are expensive, poisonous to people and can kill insects that preyed on pests.

There were 30,000 different varieties of rice in India. Most of these are no longer available because farmers have stopped cultivating them.

Loans are usually offered to men, who run the farms more like a business. Women's traditional skills are no longer needed and will disappear.

The decisions about what to grow, when and where are now in the hands of the government and foreign companies rather than the farmers.

Traditional farmers were poor, but they had the security of knowing they could go on using the soil year after year to grow crops to feed the family.

Small farmers who have been unable to make enough money to pay back the loans have had to sell their farms.

Farm labourers are paid very little. Women often earn only half as much as men for the same work.

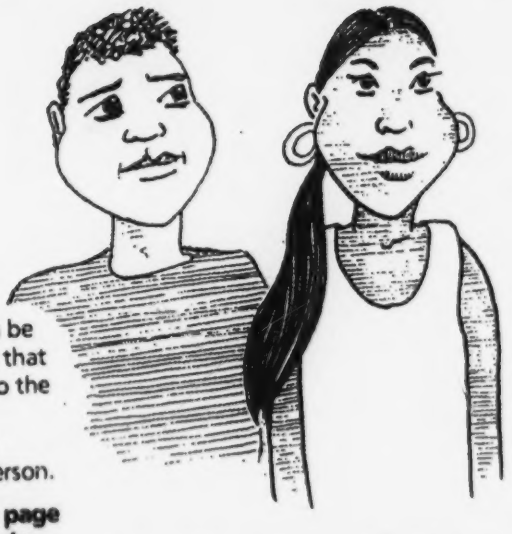
Labour-saving machinery means fewer jobs for landless labourers.

Fewer jobs in the countryside means families have to move to the crowded cities, where there is already high unemployment.

People on low wages or without jobs cannot afford to buy food.

ACTIVITY SHEET
**D5**

# Is There Enough Food?



The amount of food people eat can be measured by the number of calories that they consume each day. According to the World Health Organisation the recommended minimum daily adult calorie intake should be 2600 per person.

☐ **Study the figures on the next page which show the daily calorie intake for most countries in 1965 (before the Green Revolution had an effect) and 1986. In the third column write a '+' or '–' sign to show whether the calorie intake went up or down in that time.**

☐ **Use an atlas map of the world to help you to locate each country. The countries have been grouped into the part of the world where you will find them.**

☐ **Colour the outline map of the world** (Activity Sheet **D6**) **using two shades. Use one to show the countries where people have enough to eat (2600 calories or more) and the other to show those where they don't (less than 2600 calories). Use the 1986 figures, which are the most up to date.**

☐ **Onto each country add a '+' or '–' sign to show whether calorie intake went up or down between 1965 and 1986.**

☐ **What does your map show about the amount of food there is? Make lists of four types of country.**

**1** Countries where people had enough to eat in 1986 and calorie intake had gone up.

**2** Countries where people had enough to eat in 1986 but calorie intake had gone down.

**3** Countries where people did not have enough to eat in 1986 but intake had gone up.

**4** Countries where people did not have enough to eat in 1986 and intake had gone down.

☐ **Where were most countries in each of the groups?**
☐ **Which groups are the biggest?**
☐ **What changes does the map suggest might have been brought about by the Green Revolution since 1965?**
☐ **Are there other, more practical, solutions to the problem of hunger?**

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ACTIVITY SHEET
**D5**
Continued

# Daily Calorie Intake

| West Europe | 1965 | 1986 | +or− |
|---|---|---|---|
| Austria | 3231 | 3428 | |
| Belgium | | 3850 | |
| Denmark | 3395 | 3633 | |
| Finland | 3111 | 3122 | |
| France | 3217 | 3336 | |
| Germany | 3102 | 3528 | |
| Ireland | 3546 | 3632 | |
| Italy | 3091 | 3523 | |
| Netherlands | 3108 | 3326 | |
| Norway | 3032 | 3223 | |
| Portugal | 2517 | 3151 | |
| Spain | 2822 | 3359 | |
| Sweden | 2888 | 3064 | |
| Switzerland | 3412 | 3437 | |
| UK | 3353 | 3256 | |
| **East Europe** | | | |
| Bulgaria | | 3634 | |
| Czechoslovakia | | 3473 | |
| Greece | 3049 | 3688 | |
| Hungary | 3171 | 3569 | |
| Poland | 3229 | 3336 | |
| Romania | 2978 | 3373 | |
| USSR | | 3394 | |
| Yugoslavia | 3289 | 3563 | |
| **Asia Pacific** | | | |
| China | 1926 | 2630 | |
| Hong Kong | 2504 | 2859 | |
| Indonesia | 1800 | 2579 | |
| Japan | 2687 | 2864 | |
| Laos | 1956 | 2391 | |
| South Korea | 2256 | 2907 | |
| Malaysia | 2247 | 2730 | |
| Philippines | 1924 | 2372 | |
| Singapore | 2297 | 2840 | |
| Thailand | 2101 | 2331 | |
| **South Asia** | | | |
| Bangladesh | 1971 | 1927 | |
| India | 2111 | 2238 | |
| Nepal | 1901 | 2052 | |
| Pakistan | 1761 | 2315 | |
| Sri Lanka | 2153 | 2400 | |

| Africa – South of Sahara | 1965 | 1986 | +or− |
|---|---|---|---|
| Angola | 1897 | 1880 | |
| Benin | 2009 | 2184 | |
| Botswana | 2019 | 2201 | |
| Burkina Faso | 2009 | 2139 | |
| Burundi | 2391 | 2343 | |
| Cameroon | 2079 | 2028 | |
| Central African Republic | 2135 | 1949 | |
| Chad | 2399 | 1717 | |
| Congo | 2259 | 2619 | |
| Cote d'Ivoire | 2359 | 2562 | |
| Ethiopia | 1824 | 1749 | |
| Ghana | 1950 | 1759 | |
| Guinea | 1923 | 1776 | |
| Kenya | 2289 | 2060 | |
| Lesotho | 2065 | 2303 | |
| Liberia | 2154 | 2381 | |
| Madagascar | 2462 | 2440 | |
| Malawi | 2244 | 2310 | |
| Mali | 1858 | 2073 | |
| Mauritania | 2064 | 2322 | |
| Mozambique | 1979 | 1595 | |
| Niger | 1994 | 2432 | |
| Nigeria | 2185 | 2146 | |
| Rwanda | 1665 | 1830 | |
| Senegal | 2479 | 2350 | |
| Sierra Leone | 1837 | 1854 | |
| Somalia | 2167 | 2138 | |
| South Africa | 2623 | 2924 | |
| Sudan | 1938 | 2208 | |
| Tanzania | 1832 | 2192 | |
| Togo | 2378 | 2207 | |
| Uganda | 2360 | 2344 | |
| Zaire | 2187 | 2163 | |
| Zimbabwe | 2105 | 2132 | |
| **Middle East/ North Africa** | | | |
| Algeria | 1681 | 2715 | |
| Egypt | 2400 | 3342 | |
| Iran | 2204 | 3313 | |
| Iraq | 2150 | 2932 | |
| Israel | 2784 | 3061 | |
| Jordan | 2314 | 2991 | |
| Kuwait | 2945 | 3021 | |
| Libya | 1925 | 3601 | |
| Morocco | 2167 | 2915 | |
| Saudi Arabia | 1853 | 3004 | |
| Syria | 2195 | 3260 | |
| Tunisia | 2201 | 2994 | |
| Turkey | 2659 | 3229 | |
| United Arab Emirates | 2705 | 3733 | |
| North Yemen | 2008 | 2318 | |
| South Yemen | 1982 | 2298 | |

| North America | 1965 | 1986 | +or− |
|---|---|---|---|
| Canada | 3212 | 3462 | |
| USA | 3224 | 3645 | |
| **Latin America/ Caribbean** | | | |
| Argentina | 3210 | 3210 | |
| Bolivia | 1869 | 2143 | |
| Brazil | 2402 | 2656 | |
| Chile | 2592 | 2579 | |
| Colombia | 2174 | 2542 | |
| Costa Rica | 2366 | 2803 | |
| Cuba | | 3107 | |
| Dominican Rep | 1872 | 2477 | |
| Ecuador | 1940 | 2058 | |
| El Salvador | 1859 | 2160 | |
| Guatemala | 2027 | 2307 | |
| Haiti | 2000 | 1902 | |
| Honduras | 1963 | 2068 | |
| Jamaica | 2231 | 2590 | |
| Mexico | 2644 | 3132 | |
| Nicaragua | 2398 | 2495 | |
| Panama | 2255 | 2446 | |
| Paraguay | 2627 | 2853 | |
| Peru | 2325 | 2246 | |
| Trinidad & Tobago | 2497 | 3082 | |
| Uruguay | 2811 | 2648 | |
| Venezuela | 2321 | 2494 | |
| **Oceania** | | | |
| Australia | 3118 | 3326 | |
| New Zealand | 3237 | 3463 | |
| Papua New Guinea | 1905 | 2205 | |

(Source: World Bank 1990)

ACTIVITY SHEET

**D6**

ACTIVITY SHEET
**E1**

# Everyday Violence?

The most obvious form of violence is physical violence. We think of Lebanon, and other countries that are at war, as being violent places. But no country is free of violence, whether it is at war or not. Violence need not be physical – it can take other forms, such as emotional, environmental or economic. Violence is the use of force to cause suffering.

☐ **Read the sentences below and discuss them with your group. In each case answer these two questions:**

**Is the person acting in a violent way?**

**Is their violence justified?**

A peace demonstrator sitting down and refusing to move when told to by the police.

A parent smacking a child for misbehaviour.

The director of a large company which gets rid of poisonous waste by sending it to Third World countries.

An employer who will not allow a worker to have time off to look after his sick child.

A driver who likes to beat all the other cars away at traffic lights.

A football fan shouting abuse at supporters of the opposing team.

A person who joins the army as a career.

A man who tries to persuade his girlfriend to sleep with him, although she has said she does not want to.

A professional boxer.

An animal rights protester who plants a fire bomb in a fur shop.

☐ **Compare your group's ideas with those of other groups in the class.**

☐ **Try doing the same exercise with stories in a newspaper. How many examples of violence can you find in your own country? Can you find examples of violence which may not be physical?**

ACTIVITY SHEET

# E2 Conflict in the Playground

This is a scene which might happen in the playground at your school. Two people are arguing and other people have gathered round to see what is happening.

**What usually leads to such conflicts?**

☐ **Think of as many reasons as you can for conflict in the playground.**

☐ **Role play the scene with a group in your class. Your teacher will describe to you what has happened. Each person in your group will take the role of one of the people in the scene. Think carefully about how your character would feel. Discuss with the group what you think will happen next. Decide what would be the best solution to the conflict.**

**Act out the scene, each person playing their role. Did it work out in the way that you had intended? Your teacher might interrupt the role play at any point and ask each of the characters about what they are feeling.**

☐ **Discuss these questions with the rest of your class:**

What was the cause of the conflict?
Was there more than one solution to the conflict?
Which was the fairest solution?
Who gains and who loses through these solutions?
What is the best advice for each person involved in the scene?
How could the conflict have been avoided? Would that have been a good thing?

## Action

☐ **Observe what happens in the playground at your own school. Working in pairs, the whole class could do this over a week to keep a record of all the incidents that occur in the playground. It is important to do this with your teachers' knowledge and consent. The records should not mention names, but only the incidents.**

☐ **Make a list of all the causes of conflict and all the ways that conflict was resolved. The results of your research could be used to help the school avoid unnecessary conflict in the playground.**



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ACTIVITY SHEET
**E3**

# Lebanon - Background to The Civil War

Lebanon is a small country to the east of the Mediterranean, in the area called the Middle East. It has a population of 3.5 million, of which 1 million live in the capital, Beirut. Since 1975 the country has been involved in a civil war but, like all such conflicts, its origins go back much further.

For centuries the central mountains of Lebanon was an area inhabited mainly by two groups – Christian Maronites who had lived there since the 10th century A.D. and the Druze, a branch of Islam, who came to Lebanon at about the same time. Although they were of different faiths the two groups lived in relative peace for 800 years. In 1860 Maronite peasants living in poverty, revolted against their rich landlords, who were also Maronite. But the conflict spread and 10,000 Maronites are believed to have been massacred by the Druze.

European countries got involved in the area and the French were interested in the protection of the Maronites. In 1918 France took over Lebanon and Syria, while Britain controlled Palestine, Jordan, Iraq and Egypt. The French drew new borders for Lebanon and Syria in 1920 which divided the two countries. The Maronites were pleased with the new country which gave them power over a greater area, but the Druze and other Muslim and Christian groups were less pleased. These groups included Muslim Sunnis, whose religion had been part of the majority when the area was ruled by the Ottoman Empire, the Shia Muslims who had split from the Sunni Muslims centuries before, as well as Greek Orthodox, Catholic and other minority groups. These Lebanese communities struggled together for independence which they won in 1943.

There was an agreement that the President of the country should be a Christian, the Prime Minister a Sunni Muslim and the Speaker of Parliament a Shia. Other key government jobs would be shared between members of the other religious groups. The agreement was intended to meet the fears and hopes of each community, but the greatest power still lay with the Christian Maronites who had a small majority with other Christian groups in the Lebanese Parliament.

Many Christians in Lebanon thought of themselves as Europeanised and lived in fear of a Muslim takeover that would remove their privileges. In 1958 civil war broke out between the Maronites and those who wanted greater contact with the Arab nations of Syria and Egypt. The USA intervened in the area to stop the fighting and in the next few years the country grew more prosperous. Lebanon, and Beirut in particular, became popular

ACTIVITY SHEET **E3**

Continued

as a holiday resort. But wealth and power were not equally shared. Muslim Shias grew to be the largest group in the country, yet they had little power. Each group held on to its own share of the power, seeing the family and the community as being more important than the state.

At the same time the gap between the rich and poor in Lebanon grew wider. Many of the poorer people lived in rural

areas and were attracted to Beirut by its high standard of living. Most of the migrants ended up in shanty towns around the edge of the city, rather like many Third World countries today.

Meanwhile, Palestine to the south of Lebanon was seeking independence from Britain. Instead the British opened the country to Jewish immigrants escaping persecution in Europe. They wanted to set up a separate state of Israel, and in 1947 the United Nations voted to partition Palestine into two states. In 1948 the state of Israel was declared on Palestinian land and 700,000 people were made homeless. They became refugees in Egypt, Jordan, Syria and Lebanon. Despite promises that they would be able to return to their land, they were forced to remain refugees. In 1967, during the Arab-Israeli war, another 300,000 Palestinians became refugees as more Arab land was occupied by Israel.

The Palestine Liberation Organisation (PLO) was set up in 1964 to represent Palestinians without a country of their own. They were joined in 1969 by guerilla armies. They were given freedom to exist in the Arab states.

Some Palestinians settled in Lebanon, many living in their own camps and establishing their own communities. This angered the Christian Maronite community, who were further threatened by the fact that the majority of the Palestinians were Muslim. Another threat was posed by the poor Lebanese who sided with the Palestinians and began to train with the PLO guerilla armies. They began to realise there was little difference between their lack of power in Lebanon and the Palestinians' loss of their country. In 1973 the Lebanese Army bombed the Palestinian refugee camp at Shatila where many died. The training of guerillas at the camps intensified.

In 1975 the civil war began with Palestinians joining forces with those Lebanese who were opposed to Maronite rule.

*13 year old Nidal: 'When we play, our favourite game is shooting. But our games are for fun, not like the fighters...'.*

ACTIVITY SHEET
**E4**

# Causes of Conflict in Lebanon

**☐ Read Activity Sheet E3, 'Lebanon – background to the civil war'. Discuss the statements below and decide whether they are true, false, or if there is not enough evidence to know. Be prepared to give reasons for each of your choices.**

| | True | False | Not enough evidence |
|---|---|---|---|
| Lebanon is a country which has always been at war. | | | |
| There are many causes of conflict in Lebanon. | | | |
| It is impossible for different religions to live together in peace. | | | |
| European involvement in the Middle East has helped to keep peace. | | | |
| The Christian Maronites favoured the separation of Lebanon and Syria as it gave them more power in Lebanon. | | | |
| Political power was shared fairly between all groups in Lebanon. | | | |
| Poverty was one of the causes of the war in Lebanon. | | | |
| The war would not have started if it had not been for the Palestinian problem spilling into Lebanon. | | | |
| There are similarities between the problems of the Palestinians and the Lebanese. | | | |
| It will be impossible to find a peaceful solution to the conflict in Lebanon. | | | |

ACTIVITY SHEET
E5

# Is There a Way Out of War?

Lebanon is a country with a large number of political and religious groups. It is difficult to elect a government which represents everybody. Yet, after so many years of war it is clear that there must be an alternative to fighting.

☐ **Imagine an election is held to find a government which will bring an end to war. These are six of the candidates.**

## Maurice Chamoun

A rich businessman who originally came from a poor farming family. He made his money from running hotels in Beirut during the boom period of the 1960s. He does not think that politics and religion are important. People must be prepared to work hard to rebuild Lebanon and it is best if politicians don't try to interfere. He wants to create a country which people can be proud of again.

## Wadat Mohammed

A young mother whose two children have known nothing but war in their lives. Her husband was taken hostage by the Christian militia ten years ago. Since then she has run a woman's campaign to get the government to account for over 2000 missing hostages. She believes that most politicians are out of touch with ordinary people.

## Bassil Sami

A Maronite Christian who used to fight for the Christian militia in Beirut. Having seen so much destruction in 15 years of urban warfare he has decided to put down his guns and help to rebuild the city by becoming a painter and decorator. He now has friends on both sides of the city – Christians and Muslims who, like him, are tired of war.

## Salim Hussein

A young Muslim Shia whose family came to Beirut from the countryside and settled in a poor neighbourhood on the edge of the city. As a boy he spent time training to be a guerilla with the PLO at one of the Palestinian refugee camps in the city. He believes that his people have never been fairly represented in the Lebanese government, which is why most of them are still so poor. He wants things to change, by force if necessary.

## Adoud Fadi

A Christian Maronite who believes that Lebanon must be kept separate from the other Arab countries. He believes that the present war has been caused by the Palestinian refugees and that they should be forced out of the country. Then the country would be rebuilt with the support of European countries.

## Najah Jumblat

A farmer in the north of Lebanon who believes that the real victim of the war has been the natural environment. As the country has got poorer she has seen forests stripped from the hills to provide wood, whole hillsides dug up to provide building material and water polluted by companies who use Lebanon as a cheap dump for poisonous waste. She wants all sides to work together for the environment before there is no country left to fight for.

☐ **Choose three candidates that you think offer the best hope for the future of Lebanon. Discuss your choices with people in a small group. During this you might want to change your mind. Put your arguments for the candidates you chose to the whole class. Hold a class election in which each person is allowed three votes. Name the three highest scoring candidates.**

ACTIVITY SHEET F1

# Rabi

Early one morning as the sun rose on the giant continent of Africa, a tiny tortoise came out of the bush where it had been sleeping. Perhaps it had been disturbed by the woodcutters chopping down trees in the bush to take to the city. One way or another it was in the wrong place at the wrong time because an accident was about to happen.

Kuilga was a blacksmith, as were his father and grandfather before him. He held the secrets of water and fire and knew how to tame lightning. His wife, Koudpoko, was a potter who also continued the traditions and beliefs of her family. On this morning Kuilga was riding his bicycle to market to sell his wife's clay pots. Spotting the tortoise too late, he swerved to avoid it, braked, skidded and fell to the ground. All the pots and dishes were broken.

Kuilga got up frustrated and angry. In his anxiety not to run over the tortoise he had ruined his wife's work. But seeing the funny side of the situation, he laughed, picked up the tortoise and put it on his bicycle rack. Without the culprit to show his family, he thought, no-one would believe his story.

At home, Kuilga's five-year old son Rabi began to get to know the tortoise. Using his mother's clay, he built it a pen and gave it food and water. While his mother and father worked, he spent hours watching the tortoise. He wanted to talk with it, but at the same time he wanted to control it, deciding what it could do and where it could go.

Early one morning, Kuilga left for market on his bicycle again, loaded up with pottery. Koudpoko was surprised when he told her to hand him the tortoise. Carefully putting it in one of the clay pots, he set off. Later, when he woke up, Rabi was upset to discover that his tortoise had gone, and even more upset when Koudpoko told him that his father had taken it to return it to the wild. Rabi told the sad tale to his understanding grandfather, Pusga. Together they arranged to go on a tortoise-hunting trip and, with the help of his grandfather's knowledge of nature, Rabi captured another tortoise.

Rabi began to feel guilty about keeping the tortoise as a prisoner. One night he dreamt that his friends had imprisoned him in a tortoise shell, made of heavy clay. He was about to suffocate when he woke up, drenched in sweat and scared. He made up his mind to release the tortoise.

The next day Rabi set out to return the tortoise to the place where he and Pusga had taken it prisoner. He hardly recognised it. The land had been burned black and lifeless. He did not have the heart to abandon the tortoise in such a desolate place. He looked around and saw a hill on the horizon. He hesitated for a moment and then set out.

It was a long journey. Rabi walked for over three hours and still the hill didn't seem to be any closer. He sat down under a tree to rest. His feet were bleeding. He put the tortoise on its back and watched it. He was tempted to abandon it there. The sun was getting low in the sky, and the more tired he grew the more worried he became. 'Tortoises and I are finished', he said. 'I am very sorry', the tortoise replied. Rabi could hardly believe his ears. The tortoise admitted that it was the first time that it had spoken to a human. 'Honestly', said Rabi, 'I would prefer it to be someone other than me'. 'I understand', the tortoise replied, 'but it's you I have confidence in'.

Rabi did not understand. 'Let me ask you one question', said the tortoise, 'Why did you decide to set me free?' 'Because I am not happy any more holding you prisoner', the boy replied. There was a silence. He decided to press on to the summit with the tortoise even though he realised that his family would be worried. As the sun set the tortoise began to tell Rabi many of the secrets that he had learned from other animals. The next day Rabi was sad to leave his companion on the hill and returned to his family. The tortoise had given him a new understanding and respect for his world which he could not forget.

ACTIVITY SHEET

# F2 Journey in The Dark

☐ **The class divide into pairs.**

☐ **One person in each pair has to go on a short journey wearing a blindfold. It may be a short journey in the classroom or a longer journey outside. Their partner has to guide them to a fixed destination, negotiating any obstacles which might be in the way.**

☐ **Each pair receives one of four different instructions. In each case the guiding partner will have different degrees of control over the person who is blindfolded.**

**1** The guide holds their partner's hand and takes them to the destination without either person talking.
**2** The guide gives verbal direction to their partner but does not touch them. The blindfolded partner does not talk.
**3** The guide can give any help or directions to their partner but only when they ask for it.
**4** The guide gives no help or direction. The blindfolded partner finds his/her own way to the destination.

☐ **Allow the blindfolded partner to repeat the journey, this time with no help or direction from their partner.**

☐ **The whole exercise could be repeated to allow both partners an opportunity to make the journey.**

☐ **Questions for group discussion.**

How did the blindfolded partners feel?
Which type of help or direction enabled the journey to be done quickly?
Which type of help or direction enabled the person to make the journey again without help? Why?
What has the activity got to do with the relationship between people and nature?
Who do the partners represent?
What type of relationship could the four pairs represent?
What happens if people have complete control over nature?
Which might be the most successful relationship?
What other relationship might this help us understand?

ACTIVITY SHEET **F3**

# Web of Life

You will need a number of pieces of string or rope for this activity.

☐ **Think about an ecosystem. It is a community of plants and animals which all depend on each other, and also on their non-living environment. As long as each one survives the ecosystem is in balance. As soon as one disappears the balance is lost. A woodland is one example of an ecosystem.**

☐ **The class divides into groups of 12 or more.(The woodland ecosystem shows 12 species of plant and animal.)**

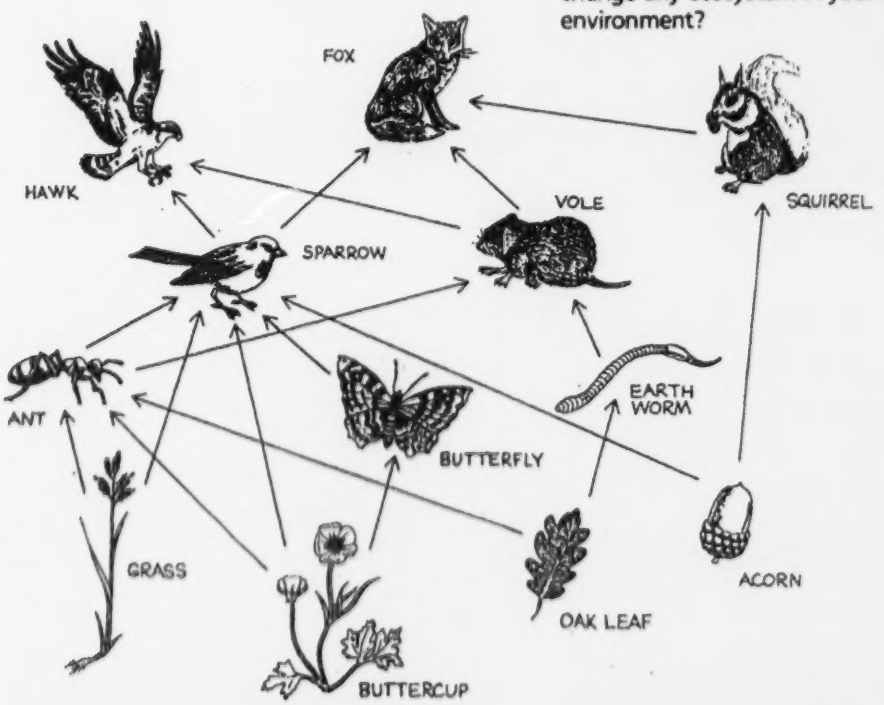
☐ **The group sits on the ground. Each person represents one species in the ecosystem. They arrange themselves according to the pattern of the species in the ecosystem. Each person should know which plant or animal they represent and wear a label.**

☐ **Members of the group link themselves with pieces of string to show the links in the real ecosystem. When all the links have been made then the string can be pulled straight.**

☐ **When the ecosystem is established changes can be made to see the impact on the whole ecosystem e.g. what would happen if the foxes were killed? What would happen if all the flowers were picked? The people who represent these species let go of their string and look at what happens to the balance of the ecosystem.**

☐ **Questions for group discussion.**

What is the impact of one small change on an ecosystem?
What do you understand by 'balance' in an ecosystem?
How would the ecosystem survive after such a change?
Can you think of ways that people change any ecosystem in your local environment?



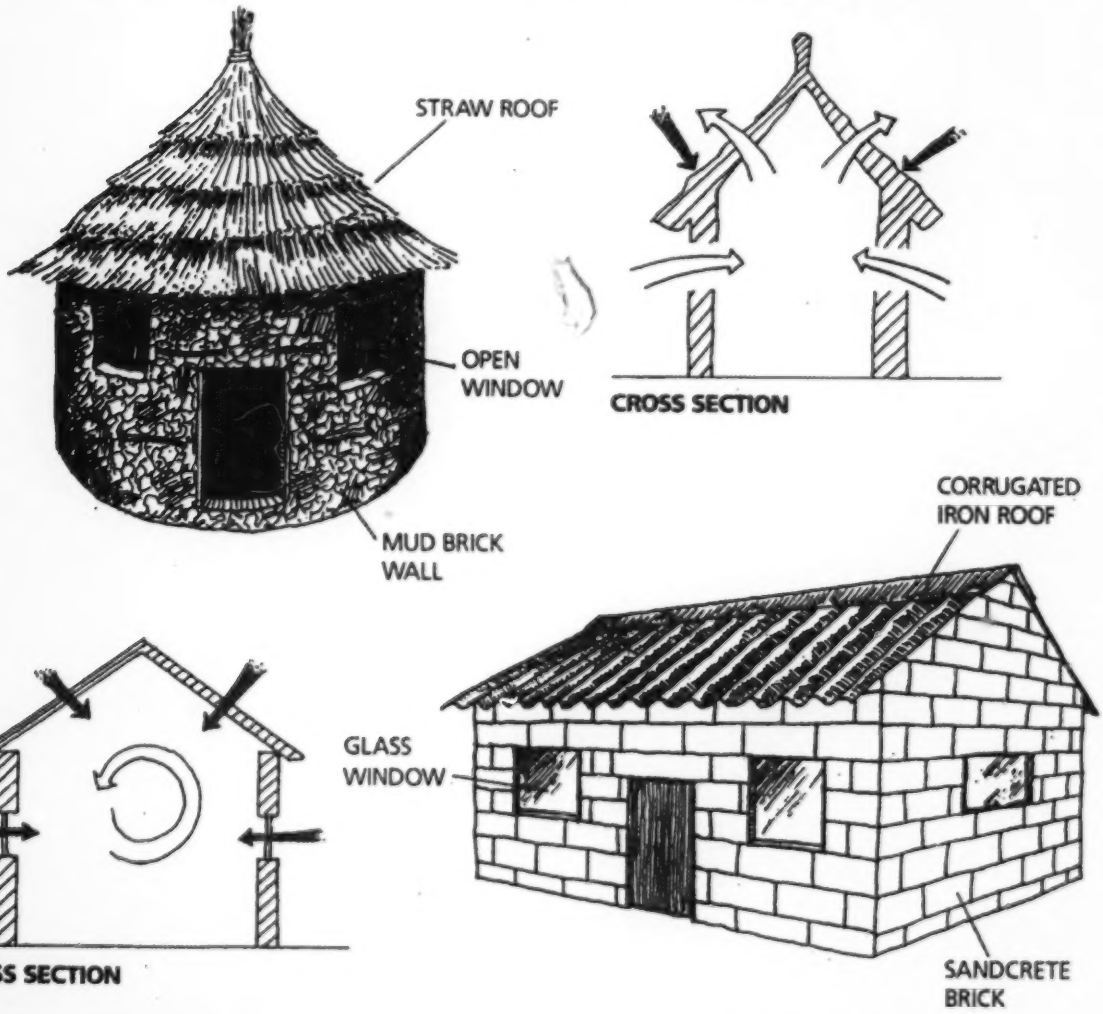
ACTIVITY SHEET

# F4 Mud Hut or Mod Cons?

(ROUND HOUSE OR SQUARE HOUSE?)

People all over the world have always built their homes with whatever material was available to them. The traditional African round house is no exception. Built with local materials its shape was designed to provide the strongest structure and least surface area for the sun to heat.

*"But other people thought that they knew better. They thought that our 'mud huts', as they called them, were primitive. Thinking that we needed their help, they brought us Western-designed houses made of manufactured materials. Now you will find both types of house in Africa. But which do you think is best?"*




☐ **Match the labels with the arrows on the cross-sections.**

| | |
|---|---|
| **1** Cool air comes in through window. | **3** Warm air rises and out through roof. |
| **2** Heat is conducted through roof. | **4** Sun's heat comes through window. |
| | **5** Warm air trapped in house. |
| | **6** Heat is not conducted through roof. |

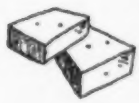
ACTIVITY SHEET **F4** Continued

# Materials used in construction of the two houses

**Straw.** Available locally. Cheap. Good insulator to keep heat or cold out. Allows air to pass through. Easily damaged by rain or fire.

**Mud.** Available locally. Cheap. Good insulator to keep heat or cold out. May be easily damaged.

**Corrugated iron.** Not available locally. Expensive. Good conductor of heat or cold. Not easily damaged.



**Sandcrete blocks.** Not available locally. Fairly cheap. Conductor of heat and cold. Not easily damaged.

**Glass.** Not available locally. Expensive. Allows sun's heat through but does not allow ordinary heat out. Easily damaged. Allows light, but not air, to pass through.

☐ **Using all the information that you have been given on this sheet decide which type of house is most suited to a hot climate which would be found in most parts of Africa.**

**Make a list of advantages and disadvantages in the design of each house for an African village.**

☐ **Think about your own home. How well is it adapted to the type of conditions that you live in?**

| FOR Round House | FOR Square House |
|---|---|
| AGAINST Round House | AGAINST Square House |

ACTIVITY SHEET

# F5 Living With Drought in Africa

Both the characters and the situation described below are fictional, but they are based on real people and a real crisis that is affecting much of Africa.

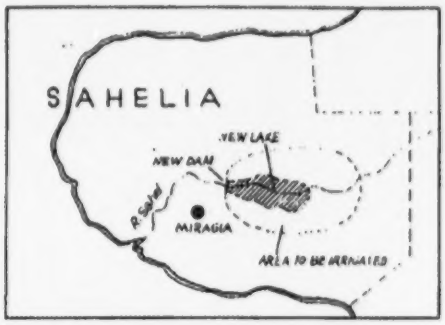
☐ **Work in pairs. You are Hamade Kabore, Government Minister for the Environment, and Kaleza, a village woman. You both live in the imaginary African country, Sahelia. Hamade has decided to talk to some ordinary people. He meets Kaleza in her village. They are both concerned about water.**

**Kaleza** lives in a small village in the African country, Sahelia. In common with most women in the country, her life is not easy. She is responsible for growing the crops which support her family, as well as cooking and looking after the home. She also has three children to care for. There were four but her youngest died from a prolonged bout of diarrhoea, a common childhood ailment in Sahelia.

Her husband spends more time away these days than at home. He seeks work in Abidjan, capital of Ivory Coast, hundreds of miles away. He needs work in the city to bring extra food to support the family during the driest months of the year when grain runs out. Long ago it was possible to grow sorghum and millet in the wet season and harvest enough to last for the whole year. Now there is less rain and crops don't grow so well, so there is less grain to store for the dry season.

Water is a problem in other ways. Every day Kaleza makes the 2 km journey to the nearest water hole and back with her 10 kilo water jar. She has to do this two or three times a day. The water hole may have been the source of disease which killed her child.

Kaleza has heard that in some villages the people have got together, with some outside help, to solve their water problems. They have dug wells from which they are able to pump water by hand, saving long walks to a water hole. They have also built stone walls across their fields to trap rainwater, so that crops can be watered even when it is dry. She thinks this is a good solution but she knows that the village will need help. It is about 10 kilometres to the nearest source of stones – too far for Kaleza, or even the whole village, to collect by hand. She feels the government is not doing enough to help them.




☐ **Imagine the conversation they would have and act it out.**

**Hamade Kabore** is the Government Minister for the Environment in Sahelia. His country is one of the poorest in Africa, and also one of the driest. The last 20 years have seen one drought after another. Hunger and malnutrition are common and too many children die young. Hamade's main priority is to solve the problem of water shortage once and for all. He has had a very big idea. All over Africa there are major projects involving billions of dollars, to bring water to dry areas. He knows it will be easy to get foreign governments to lend him money.

Hamade's idea is to build a huge dam on the Sahel River which flows through Sahelia. It is not a totally original idea. In fact there have been many similar dams built throughout Africa, from the Aswan Dam in Egypt to the Kariba Dam in Zambia. The dam would create a large lake which would flood about 30,000 hectares of poor farmland close to the river. But it would provide irrigation for an even larger area which the farmers could move to. The dam would also produce electricity which might help to encourage new industry in the capital city, Miragia.

But now Hamade is getting worried. He has heard that some large projects have failed to solve the water shortage. The last thing that he wants is to be remembered as a failure.

## Wordbox

**Malnutrition** – lack of the right type of food.
**Drought** – long time without rain.
**Irrigation** – water supplied to crops by farmer.
**Fertilizer** – substances which can be added to soil to provide extra food for plants.
**Evaporation** – process of water turning to vapour when heated.
**Silt** – fine particles of soil carried by water.
**Nutrients** – materials which are necessary for life and growth.



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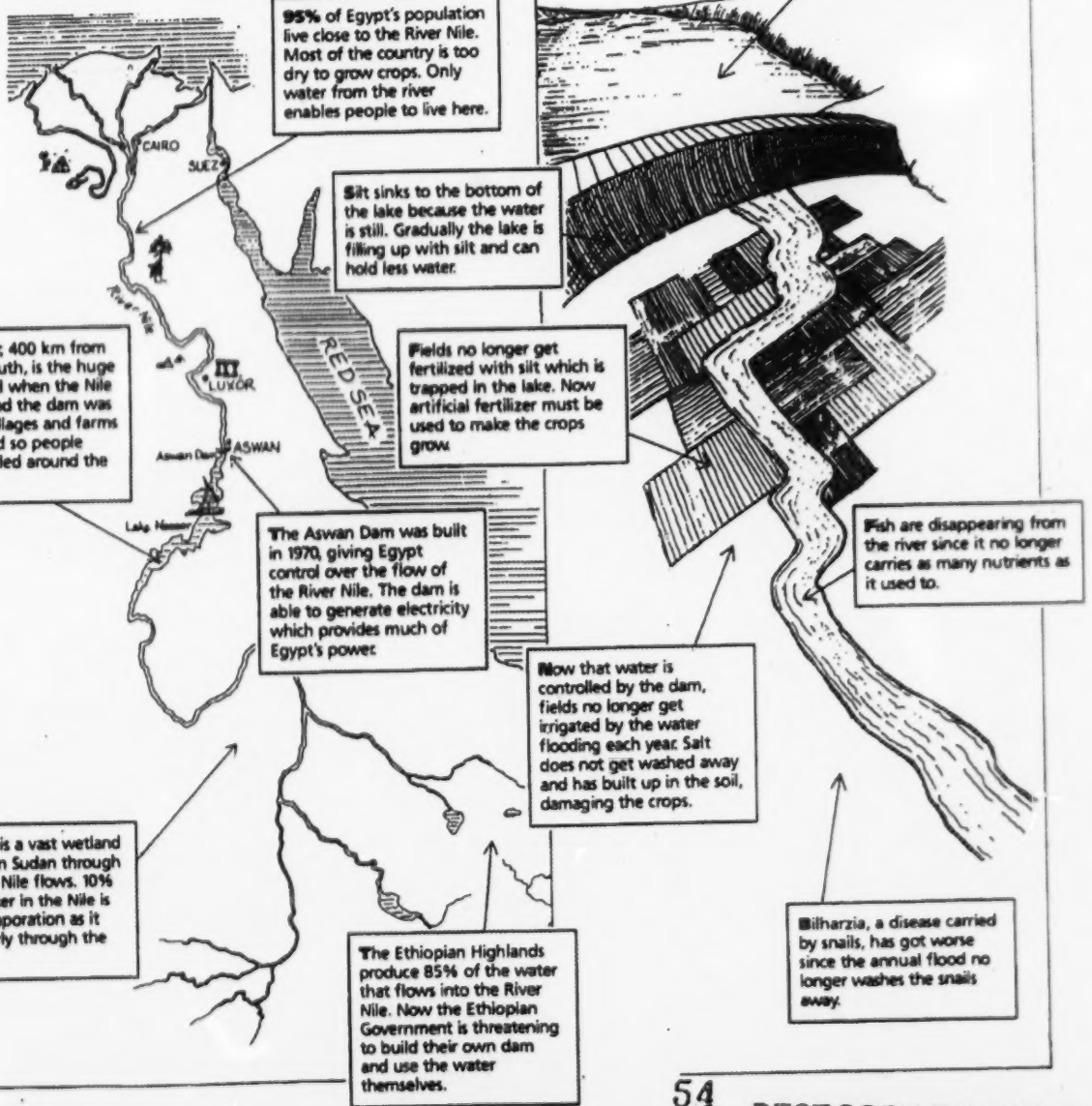
ACTIVITY SHEET
**F6**

# Not Nature's Way?

☐ **If Hamade had stopped to read his morning post before leaving his government office, he might have read this report. If Kaleza had been taught to read she would have been able to read it too. How would it have affected their arguments?**

☐ **Discuss with your partner what lessons Sahelia, and other African countries could learn from this experience. What changes must governments in 'the North' make towards 'the South'?**

## Aswan Dam - Water Disaster!


95% of Egypt's population live close to the River Nile. Most of the country is too dry to grow crops. Only water from the river enables people to live here.
CAIRO
SUEZ
River Nile
LUXOR
ASWAN
Aswan Dam
Lake Nasser
RED SEA
Water evaporates from the surface of the lake in the high temperatures, reducing the amount of water which flows in the River Nile through Egypt.
Silt sinks to the bottom of the lake because the water is still. Gradually the lake is filling up with silt and can hold less water.
Lake Nasser, 400 km from north to south, is the huge lake formed when the Nile valley behind the dam was flooded. Villages and farms disappeared so people were resettled around the lake.
Fields no longer get fertilized with silt which is trapped in the lake. Now artificial fertilizer must be used to make the crops grow.
The Aswan Dam was built in 1970, giving Egypt control over the flow of the River Nile. The dam is able to generate electricity which provides much of Egypt's power.
Fish are disappearing from the river since it no longer carries as many nutrients as it used to.
Now that water is controlled by the dam, fields no longer get irrigated by the water flooding each year. Salt does not get washed away and has built up in the soil, damaging the crops.
The Sudd is a vast wetland in southern Sudan through which the Nile flows. 10% of the water in the Nile is lost by evaporation as it flows slowly through the Sudd.
The Ethiopian Highlands produce 85% of the water that flows into the River Nile. Now the Ethiopian Government is threatening to build their own dam and use the water themselves.
Bilharzia, a disease carried by snails, has got worse since the annual flood no longer washes the snails away.



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ACTIVITY SHEET
**G1**

# What Are You Telling Me?

Every day we are bombarded by adverts. We can think of them as messages from people we don't even know. We see them all around us as we walk down the street, travel on a train or visit the shops. They get into our homes through our television, our radio and even our letter-box. There are so many adverts that usually we don't even notice them. But that doesn't mean that they don't affect us – they do! That is why these people who we don't know spend so many millions of pounds, just so that we will get their message. But what is it that they are trying to tell us?

☐ **This is one of the adverts that you can see in the poster.**

Who is in it?
What are they doing?
What is it telling you?
Do you believe it?

**Do you ever see someone in an advert that reminds you of yourself? If you don't, what is the message that the advert might have for you? What sort of people do you see most often in adverts?**

☐ **Do a count of all the types of people that you can see in the adverts on the poster. What are they doing?**

| | High paid job | Low paid job | Unpaid job | Relaxing | Playing |
|---|---|---|---|---|---|
| Woman | | | | | |
| Man | | | | | |
| Black person | | | | | |
| White person | | | | | |
| Disabled person | | | | | |
| Able-bodied person | | | | | |

☐ **What is the message that these adverts have when you look at them all together, if you are a woman? What is the message if you are a man?**

Many adverts like these are seen in poor countries so that companies, which are usually from rich countries, can sell their products there.

☐ **How many black people are shown? What are they doing? What is the message that all these adverts have if you are black and living in, say, Jamaica?**


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ACTIVITY SHEET

# G2 What Do You Know About The USA?

☐ Work with a partner. Test each other to see how many cities you know in different countries.

Can you name a city in a) the USA and b) Japan ? Now try 2 cities in each country. Can you name 5 cities in each? What about 10? Check your answers in an atlas.

Did you know more cities in the USA than Japan? Why? There are more goods in our shops from Japan than from the USA these days. Where do you think you get your information from?

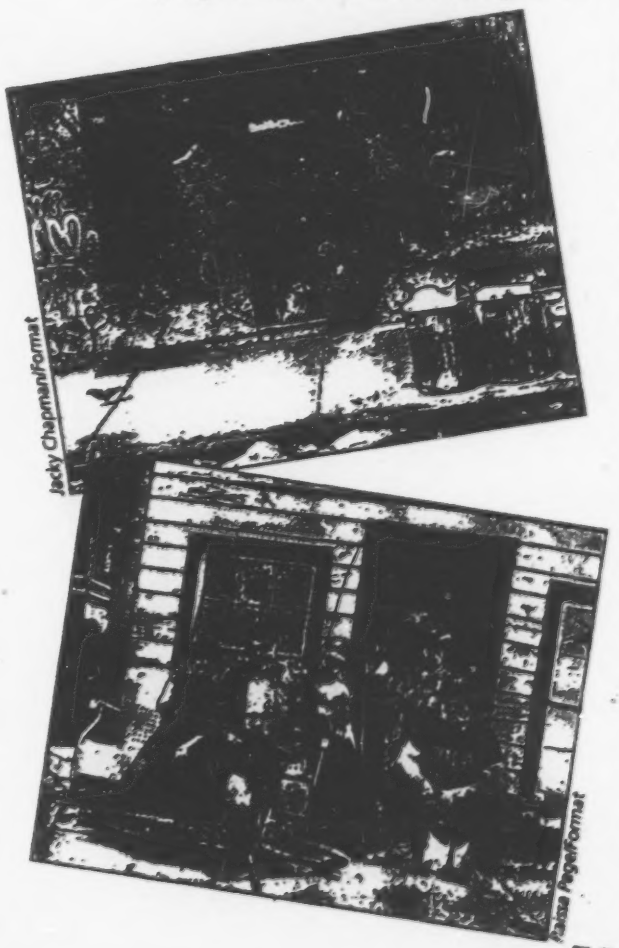
☐ Take a typical evening on TV in your country. Find a list of the programmes that are showing on all the different channels. Sometimes the list will tell you where each programme was produced. How many programmes were produced in your own country? How many programmes came from the USA? How many came from other countries?

If other pupils in the class are doing this then each take a different evening and add your figures together. You will probably find that, apart from your own country, most programmes come from the USA.

☐ What is your image of the USA? Choose words from the box below or think of your own.

| | | | | |
|---|---|---|---|---|
| rich | dull | traditional | violent | |
| advanced | poor | modern | clean | small |
| peaceful | large | backward | spacious | |
| fair | dirty | fast | exciting | unfair |
| opportunity | crowded | slow | free | |
| busy | imprisoned | | | |

How many of the words you have chosen do you think are positive? How many are negative? Compare your image with other people in your class. Do most people have the same type of image? Where do you think this image comes from?



Jacky Chapman/Format

Kasse Page/Format

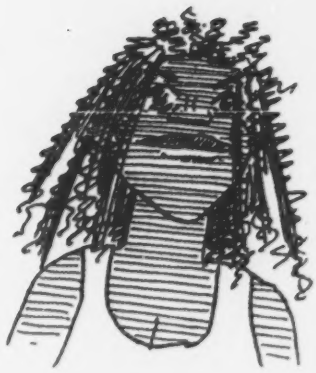
☐ Look at the two photos. They were both taken in the USA. Which of the image words would you use to describe what you see in the photos? How do they change your image of the USA?

☐ Is it easy to change people's impression of a country with the type of images you present them with? How would you create a positive image of your country or area? How would you create a negative image?

Think about the type of photos you could show. If you have photos of your own, or ones you could cut out, you could make a collage to create a positive or negative image.

ACTIVITY SHEET
**G3**

# The Caribbean - Developing a Culture



The people who live in the Caribbean today have their origins in almost every part of the world. The islands are a meeting point for all the world's civilizations – African, European, Indian, Chinese, Amerindian. Much of their history has been one of conflict and struggle, at first with European rulers and, more recently, with the USA which now dominates the region. Out of this short, but troubled history, Caribbean culture has been formed. Much literature, music, dance and drama which comes from the Caribbean expresses this struggle, often in people's everyday lives.

When Europeans first arrived in 1492 the islands were already inhabited by Amerindians. Within a hundred years these people – the Tainu, the Arawaks and the Caribs – had all but disappeared, exterminated by European guns and diseases. The European countries – England, France, Spain and Holland – each claimed parts of the Caribbean for their own. During the next 400 years or so they ruled the islands, turning huge areas into plantations growing sugar and luxury crops for Europe. The labour on the plantations was provided by slaves brought by force from West Africa. Despite the dreadful conditions under which they worked, the slaves held on to their African roots. Much present day culture in the Caribbean can be traced back to Africa. The Creole language spoken on the islands originally came from Africa and can be understood all over the Caribbean, although people have been separated by slavery for centuries.

The first successful rebellion against slavery took place on the island of Haiti. It was led by a slave, Toussaint L'Ouverture, against the French rulers of the island. That was the signal for the end of slavery in other parts of the Caribbean. It was finally abolished in the English colonies in 1833, the French colonies in 1848 and in the Spanish colonies by 1880. As the slaves were freed their place on the plantations was taken by Asian labourers from India and China. They were bound under contract to their employers and their conditions were little better than slaves. Trinidad & Tobago today has a population with equal numbers of people of Asian and African descent. It is probably not a coincidence that some of the best known forms of Caribbean culture – carnival, calypso and steelband – have their origin in Trinidad, with its truly multi-ethnic population.

In the 20th century, European influence over the Caribbean has dwindled as the influence of the USA has increased. Cuba and Puerto Rico became independent of

ACTIVITY SHEET

G3

Continued

Spain in the Spanish-American war of 1898-1901, but passed into control of the USA. Puerto Rico has continued to be dominated by the USA and may become the 51st state. In Cuba, the revolution of 1959 brought a government which has fought against US domination, though it came more under the influence of the. USSR. Although criticised for its lack of democracy, Cuba is now recognised to have one of the most thriving cultures of the Caribbean, with its own film and TV industry. The USA has been more directly involved in other Caribbean islands this century. It has ruled both Haiti and the Dominican Republic for a time and invaded Grenada as recently as 1983.The USA has a great deal of economic power in the region which it is able to reinforce by promoting its own culture. The media, particularly television, brings a picture of the 'American' way of life to the Caribbean. Islands often have more contact with the USA, through television, than they do with each other. In many of the smaller islands American TV programmes are a cheap alternative to those which the countries could produce themselves. Many Caribbean people fear that their own culture could be lost in the process.

The British colonies; Jamaica, Trinidad, Barbados and others, became independent after 1962. Many people came to Britain for work. Their experience, and the decline of the British economy since the 1960s, has persuaded others to go to the USA and Canada. One fifth of all Caribbean people now live in North America. Not all Caribbean islands are independent, even in name. Martinique and Guadeloupe are still both French territories and Holland still owns four islands of the Netherland Antilles.

The strength of Caribbean culture comes from the common identity which the people of the islands have. For a long time separated by the experience of slavery, colonialism and exploitation, they have now been able to come together. Caribbean culture is a culture which is developing from their common struggle.

## Wordbox

**Civilization** – a society which is well organised and educated.
**Culture** – all the ideas and way of life shared by a group of people.
**Plantations** – large commercial farms which grow a single crop.
**Colony** – land which has been taken over by another country.
**Multi-ethnic** – a mixture of people of different backgrounds who can be distinguished by their appearance.
**Media** – means of communication e.g. writing, drama, film.
**Independent country** – a country which has its own government and laws.



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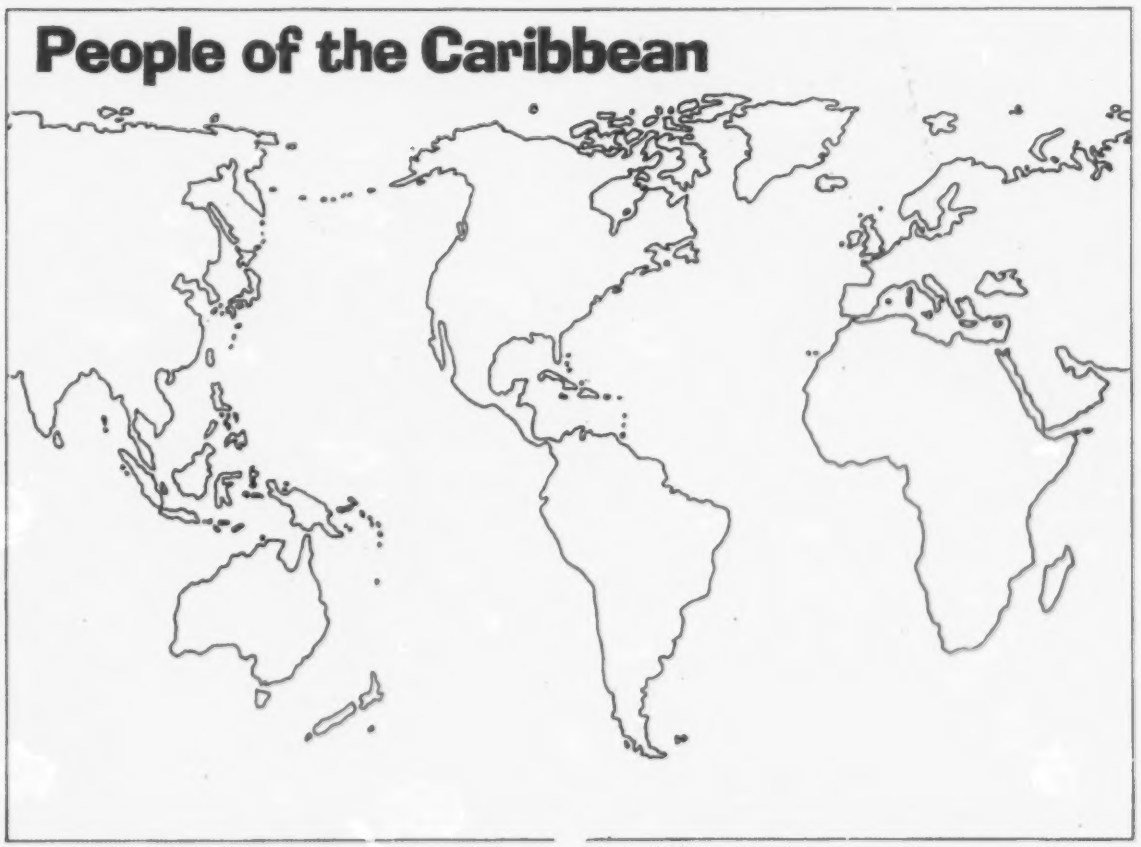
ACTIVITY SHEET G4

# The Caribbean

# People of the Caribbean



ACTIVITY SHEET
**G5**

# Every Poem Tells a Story

Many of the songs, drama and poetry of the Caribbean tell the story of ordinary people's lives. They are intended to be performed for other people to enjoy. This poem follows in the same tradition, so should be read aloud. It tells a simple story but expresses important ideas.

Philip Wolmuth/ Christian Aid

*Mister, don' feel up de fish*
*If you not buying it, leave it!*
*No Sir, sea egg price gone up.*
*No Sir, I ain't put it up*
*Is de government*
*What you say sir?*
*If you could take my picture?*
*How much you paying?*
*We natives doesn't pose*
*For free again!*
*Alright. But lemme*
*Fix up face.*
*All you move,*
*Move darlin', move little bit darlin'*

(Tim Tim)

**1 Who do you think the storyteller is?**

**2 Who is s/he speaking to?**

**3 How can you tell the person is a stranger to the Caribbean?**

**4 Why do you think they want to take a picture?**

**5 What do you think the storyteller means when s/he says, 'We natives doesn't pose for free again'?**

**6 Does the storyteller agree to have a picture taken? How can you tell?**

**7 Which of the two people do you think has the most power? Explain why you think this.**

**8 What does the poem tell us about the way that different cultures influence each other?**

**9 Write what you think the full conversation might have been, including what the other person would have said.**

**10 Draw a picture of the scene that the poem suggests to you.**

**Write a poem in the similar style about an everyday event in your own life**